



COMMISSION ON HIGHER EDUCATION

ADVANCING A LOCALLY RESPONSIVE AND GLOBALLY COMPETITIVE PHILIPPINE HIGHER EDUCATION SYSTEM

HIGHER EDUCATION ACCOMPLISHMENTS, 2010-2016



COMMISSION ON HIGHER EDUCATION

**ADVANCING A LOCALLY RESPONSIVE
AND GLOBALLY COMPETITIVE
PHILIPPINE HIGHER EDUCATION SYSTEM**

HIGHER EDUCATION ACCOMPLISHMENTS, 2010-2016

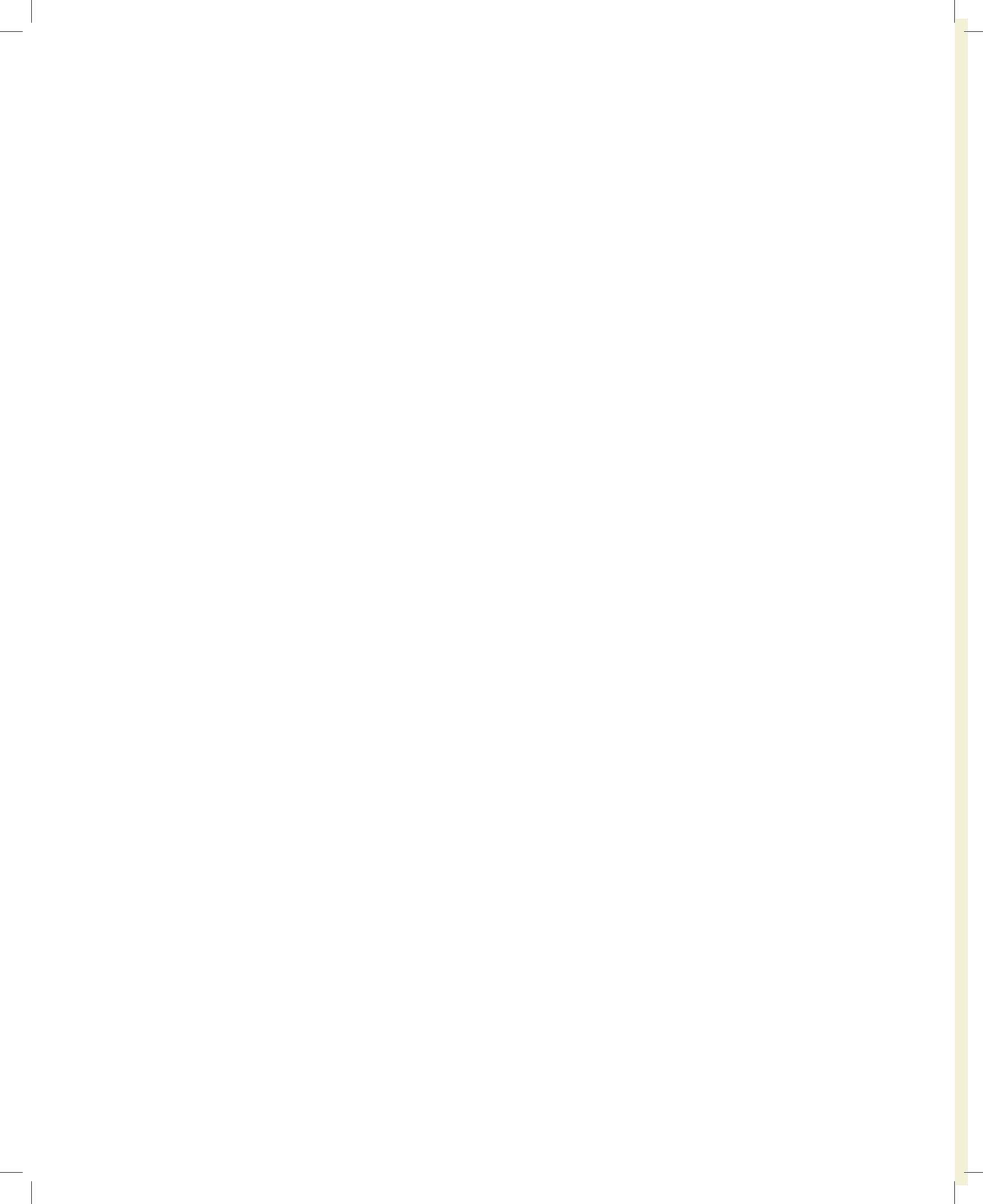


TABLE OF CONTENTS

4	FOREWORD
6	EXECUTIVE SUMMARY
8	VISION FOR A LOCALLY RESPONSIVE AND GLOBALLY COMPETITIVE PHILIPPINE HIGHER EDUCATION SYSTEM
9	PHILIPPINE HIGHER EDUCATION SYSTEM: PERSISTENT ISSUES IN 2010
10	THE TRANSFORMATIVE AND TACTICAL STRATEGIES FOR HIGHER EDUCATION REFORM
12	ACCESS
20	CAPACITY
32	EXCELLENCE
40	ETHICAL & INNOVATIVE GOVERNANCE
50	MOVING FORWARD
54	ACRONYMS
56	DIRECTORY
CENTERFOLD	HIGHER EDUCATION LANDSCAPE AY 2014-2015

FOREWORD

Across countries and economies, higher education performs a distinct social function. At the macro level, it builds human capital to spur creativity and productivity, generates new knowledge, engenders innovations for human development, and drives economic growth and global competitiveness. At the micro level, it expands and enhances career and life choices and chances of individuals, produces persons with humanist values, a desire to serve their communities and the Filipino nation, academic, behavioral and technical skills, the ability to think through the ethical and social implications of their actions, and the competency to learn continuously in order to fully engage in the world of work or in the creation of jobs, and, more importantly, live meaningfully in today's complex world.

Given the wide range and levels of its multiple missions, higher education has been pulled in two directions. At one extreme, it is mandated to support high-level academic research for both technological innovations and the classic pursuit of knowledge, along with the formation of leaders in different branches of knowledge. Such support manifests its relevance only in the long term. At the other extreme is the call for a clear demonstration of its palpable and immediate relevance to individuals, families, communities and

the development of Philippine society. Striking a balance between these equally important engagements of higher education has been a major challenge.

In the Philippines, the thrust of inclusive, quality and sustainable growth demands carrying out the multiple missions of higher education. In line with this thrust, the Commission on Higher Education (CHED) deliberately and proactively built on institutional gains of previous administrations and pursued initiatives to achieve a balance in the continuum of the public's expectations by: opening up opportunities for young Filipinos throughout the archipelago to attain college or university education; ensuring steady and sustainable support for state universities and colleges while, at the same time, leveling the uneven playing field between public and private education; aligning quality program standards to achieve desirable learner outcomes within a lifelong-learning paradigm; establishing academe-industry and academe-community partnerships; strengthening inter-agency partnerships in support of government reforms such as K to 12 and the Philippine Qualifications Framework; laying the foundations for global academic partnerships; building up the research capability of universities; supporting

leading-edge research that translates into technological innovations as well as viable solutions to persistent problems plaguing the nation; and addressing transparency and governance issues in both public higher education institutions and the bureaucracy of the CHED, among others.

The Philippines faces the challenges of initiating and implementing much-needed reforms to assure the quality of higher education. In the process, we will also begin to catchup with our ASEAN neighbors whose governments have single-mindedly invested in comprehensive higher education reforms to enhance their competitiveness. I believe that CHED, in the last six years, has crafted concrete and specific pathways for innovative solutions that should lay the groundwork for key stakeholders in higher education to more optimally participate in our collective journey towards national transformation.

This report provides an overview of what has been done in the last six years and offers an outline of a roadmap for the coming years. May it serve as reference for policy makers, decision makers, and analysts. More crucially, may it stimulate productive conversations among stakeholders on how to move forward at a faster pace in the next administration.



Patricia B. Licuanan, Ph.D.
Chairperson

EXECUTIVE SUMMARY

The higher education system which the Aquino Administration faced at the start of Academic Year (A.Y.) 2010-2011 was characterized by: 1) limited access to quality higher education for the deserving poor and disadvantaged; 2) commercialization of higher education as demonstrated by the unchecked proliferation of higher education institutions (HEIs) and programs, both private and public; 3) deteriorating quality that led to skills-jobs mismatch, low productivity in research and development, and a deficient science and innovation culture; and 4) questionable and corrupt practices.

Guided by the Higher Education Reform Agenda (HERA) formulated in 2011, CHED focused on four key tactical and transformative strategies, namely: a) Expand **ACCESS** to quality education and training, b) Enhance the **CAPACITY** or competencies of graduates and faculty, c) Develop and foster **EXCELLENCE** in colleges and universities, and e) Enshrine **ETHICAL & INNOVATIVE GOVERNANCE** in higher education institutions.

Towards **ACCESS**, CHED helped improve and expanded the implementation of the various Student Financial Assistance Programs (StuFAPs), launched a program targeted for the poorest of the poor, and designed and advocated an integrated and more efficient system of scholarships, grants-in-aid and loans which culminated in the approval of the Unified Financial Assistance to Students of Tertiary Education (UniFAST) Bill on 23 June 2015.

Under **CAPACITY**, CHED helped develop and operationalize the Philippine Qualifications Framework (PQF) which aims to harmonize graduate competencies. CHED also contributed to laying the groundwork for the referencing of the PQF with the ASEAN Qualifications Reference Framework (AQRF) in 2018 in order to ensure that Filipino graduates and professionals are at par with their ASEAN and global counterparts.

In order to address issues of jobs-skills mismatch and in anticipation of the careers of the future, CHED fostered Academe-Industry Linkages that resulted in the creation of a Service Management Program and Business Analytics tracks currently available in Business Administration and Information Technology (IT) courses and instituted a Technopreneurship course in engineering. It has also begun to consider developing other tracks in engineering (e.g., design engineering) in anticipation of technology changes in industry.

To promote purpose-driven research and innovations, CHED invested in researchers from HEIs who could produce and generate knowledge and innovation in niche areas that have practical and immediate relevance to their partner communities and the nation.

To foster **EXCELLENCE**, CHED identified and recognized Centers of Excellence (COEs) and Centers of Development (CODs) in various disciplines. These centers are benchmarked against international standards and are recognized for their capacity to produce globally-competitive graduates and cutting edge research outputs.

CHED worked towards gaining provisional membership for the Philippines in the Washington and Seoul Accords which greatly enhances the standing of Filipino engineers and IT experts and their opportunities for equal, if not better, wages and benefits in member states.

In the case of maritime education, the European Commission's Committee on Safe Seas recognized CHED's efforts to align the curriculum of BS Maritime Education programs with the 2010 amendments of the International Maritime Organization (IMO)'s Standards for Training, Certification and Watchkeeping for Seafarers (STCW), thus giving the Philippines more time to fully align with the standards prior to the 2017 audit that will hopefully retain the Philippines in the International Maritime Organization's (IMO) White List of countries eligible to produce officers for the international marine fleet.

Through the Philippine-California Advanced Research Institutes (PCARI) Project, CHED has provided the much-needed collaboration for excellent research that translates into technological innovations in important and promising niches such as information infrastructure development and translational medicine.

Lastly, under **ETHICAL & INNOVATIVE GOVERNANCE**, CHED has campaigned for steady increases in the budgets of State Universities and Colleges (SUCs), engendered transparency, honesty and accountability, and instituted reforms that de-politicized and enhanced the operational procedures of SUCs. It has also mainstreamed Gender and Development in higher education institutions.

VISION FOR A LOCALLY RESPONSIVE AND GLOBALLY COMPETITIVE PHILIPPINE HIGHER EDUCATION SYSTEM

The Commission on Higher Education envisions a vibrant ecosystem of Philippine colleges and universities, both public and private, that are committed to shape current and future generations of Filipino professionals as engines of change, sources of innovation, forces of creativity, leaders of enterprise, and transformers of the future.

PHILIPPINE HIGHER EDUCATION SYSTEM: PERSISTENT ISSUES IN 2010

The Philippine higher education sector is larger than most of its counterparts in other ASEAN Member States. Consisting of 1,935 HEIs¹, its landscape is dominated by private HEIs (88%)—of which 18% is sectarian—as well as small institutions (50%) with less than 500 students. Prior to the establishment of CHED in 1994, the Department of Education, Culture and Sports had jurisdiction over the sector.

The trifocalization of education into basic, technical/vocational, and higher education in 1994 aimed to address critical issues that constrained the potential contributions of higher education to poverty alleviation, human resource development, technological advancement, and crafting of solutions to pressing problems. In particular, the 1991 Congressional Commission on Education (EDCOM) disfavored the: 1) proliferation of HEIs and programs of uneven quality that limited access to quality education especially for poor but deserving students; 2) the incompatibility between higher education and employment due in part to the unclear classification of HEIs and their roles in preparing graduates; 3) the lack of incentives for students to pursue scientific, technical and engineering careers; 4) the bad state of research and graduate education that have posed limits on technological innovations and the search for solutions to critical problems; and 5) the weak capacity of the bureaucracy to initiate and implement focused higher education reforms.

Similar issues persisted during the time the Aquino administration took over the helm of government in mid-2010. They include:

- Limited access to **QUALITY** education, especially for the poor, due in part to the proliferation of HEIs and programs of dubious quality—as reflected in the rapid expansion of SUC satellite campuses, legislated conversions of ineligible state colleges into universities, establishment by ordinance of new local colleges, board authorization of programs in public HEIs that are not aligned with CHED policies and standards, exacerbating the unleveled playing field for private HEIs, and the privileging of business interests over quality considerations in many private HEIs;
- Incompatibility between higher education and employment attributable to un honed 21st century competencies among graduates—a consequence of poor program quality; stubborn adherence to a teacher centered and inputs-based education paradigm; and the uncritical application of the evolving quality standards of universities (e.g., publications in peer reviewed journals) to Philippine HEIs regardless of mission, resulting in watered down standards for universities and inefficiencies for other types of HEIs (e.g., allocation of funds for token research centers instead of laboratories);
- Poor quality graduate programs and inadequate attention to research and technological innovations—resulting in insufficient research output and a limited range of grounded solutions for intractable problems that have further reinforced a deficient science and innovation culture and lack of interest among young Filipinos in pursuing scientific, engineering and technical fields;
- Organizational issues within the bureaucracy and questionable or corrupt practices; and
- Relative indifference to international challenges and developments in higher education with adverse implications for the country's regional and global competitiveness.

¹ Excluding 453 satellite campuses of State Universities and Colleges (SUCs)

THE TRANSFORMATIVE AND TACTICAL STRATEGIES FOR PHILIPPINE HIGHER EDUCATION REFORM

To address these tireless issues, CHED formulated, at the start of the Aquino administration, a higher education reform agenda that hews closely with higher education's twin mandates:

1) inclusive and holistic capacity building for individual Filipinos—that would impact on their ability to address issues affecting their families, communities and the nation; and 2) knowledge production, dissemination and utilization—for enhanced understanding of the world, technological innovations, poverty alleviation and improved overall quality of life. The crafting of this reform agenda also took cognizance of the broader challenges posed by globalization, the worldwide shift to a learner outcomes-based paradigm, online education, and the internationalization thrust in higher education in the ASEAN region and the world, among others.

CHED's reformist interventions were organized around four key tactical and transformative strategies, namely:

Expand
ACCESS
to quality education
and training.

Enhance the
CAPACITY
or competencies
of graduates
and faculty.

Foster
EXCELLENCE
in colleges and
universities, and

Enshrine
ETHICAL &
INNOVATIVE
GOVERNANCE
in our higher
education system
and institutions.

Considering the fundamental premium that Filipinos place on acquiring a college diploma and the hardship that millions of Filipino parents go through just to send their children to college, these tactical strategies are meant to ensure that the investments in time and money by millions of Filipino parents and students result in expanding their life choices and chances and enriching their capabilities to innovate, generate work for themselves and others, and move themselves and other Filipino families out of debt and poverty.

In the larger scheme of things, these tactical strategies are also intended to regain and reaffirm trust in Philippine HEIs as pivotal spaces for creativity, discovery, innovation, entrepreneurship and purposive research which allow for meaningful engagement with the rest of the world.

ACCESS

EXPANDED STUDENT FINANCIAL ASSISTANCE PROGRAMS



WVSU's Magna Cum Laude and 15 Cum Laudes from the ranks of the ESGP-PA recipients

At the start of A.Y. 2010-2011, the gross enrollment ratio in tertiary education was 31% which was already well above the average for developing countries.

Nonetheless, the participation rate among the lowest quintile of the population was noticeably low. Thus, CHED provided three types of Student Financial Assistance Programs (StuFAPs) for poor but deserving students, namely: 1) Scholarships (merit-based); 2) Grants-in-Aid (need-based); and 3) Student Loans. Prior to 2010, the CHED system of student financial aid could only provide for 55,134 beneficiaries amounting to PhP714 million. This figure represented 2% of the total higher education enrollment of 2.95 million at that time. It also indicated that the system had low coverage relative to need and was not well-targeted towards poor students.

In the last six years, CHED has improved and expanded the implementation of the various StuFAPs, launched a program targeted for the poorest of the poor, and designed and advocated an integrated and more efficient system of scholarships, grants-in-aid and loans. Funding for StuFAPs has significantly increased, reaching PhP5.65 billion in A.Y. 2015-2016 and benefiting 289,045 students nationwide.²

In A.Y. 2012-2013, CHED launched the Student Grants-in-Aid Program for Poverty Alleviation (SGP-PA) which was specially designed for the poorest of the poor. On the program's first year of implementation, 4,041 slots were allotted to enable at least one college-going member of the Conditional Cash Transfer (CCT) recipient-families to enroll in identified leading SUCs.

Growth of Student Grants-in-Aid Program for Poverty Alleviation

4,041
RECIPIENTS
2012-2013

40,453
RECIPIENTS
2014-2015

² PhP2.1 billion released directly to CHED, while PhP3.5 directly released to SUCs



It had an initial funding of PhP250 million and was sustained in the following year. In AY 2014-2015, the SGP-PA was expanded to cover 40,453 students with a budget of PhP2.5 billion.

The SGP-PA holistically provided for all the schooling needs of the students and the livelihood needs of their families so that there would be no excuse for the grantees not to finish college education (the first in the family to do so). Jointly undertaken by CHED, the Department of Social Welfare and Development (DSWD), and Department of Labor and Employment (DOLE), this social intervention provided the means and opportunities for grantees

to land high value-added jobs and/or generate employment for their families and communities. The first batch of SGP-PA students graduated in March 2016, some of them graduating with Latin honors. The laudable performance of the SGP-PA students provides eloquent proof that, indeed, intelligence is normally distributed but the distribution of opportunities in the country is highly skewed, the SGP-PA experience illustrates that providing the poorest of the poor access to higher education with proper support mechanisms is likely to bring out their natural potential after initial adjustments in the first few years.



Magna cum laude graduate Jomalyn Lucena with her mother at the West Visayas State University 2016 commencement ceremonies

SGP-PA Beneficiary/ former nanny graduates magna cum laude

March 30, 2016 - Jomalyn Lucena of Caluya, Antique witnessed her hard work and perseverance bear fruit as she graduated magna cum laude with a degree in Bachelor of Science in Agriculture (BSA) at West Visayas State University, Calinog, Iloilo. At 21 years old, she outranked 91 graduates of the BSA program.

Jomalyn is the eldest among eight siblings and used to work as a stay-in nanny for a monthly wage of P2,500, until her family was included in the Pantawid Pamilyang Pilipino Program and she became one of the first 207 beneficiaries of the Students Grant-in-Aid Program for Poverty Alleviation (SGP-PA).

The university being 13 hours away from her home, she endured months of homesickness - dedicating herself to reading and studying - in a small, rented room in Calinog, Iloilo. Having limited means, she rarely got to visit her family. Her mother, a barangay utility worker, proudly attended the ceremony of her awarding on March 30.

Jomalyn's story is testament to the fact that poverty and difficult odds cannot prevent a person from becoming whoever she believes she is meant to be.

RATIONALIZED TUITION AND OTHER SCHOOL FEES

Year after year, CHED has faced protests over increases in tuition and other school fees. In deciding on the reasonableness of these fees, CHED partnered with the Philippine Institute of Development Studies (PIDS) to come up with criteria that would protect students from unreasonable hikes on the one hand and provide deserving private higher education institutions the wherewithal to invest in upgrading quality standards including adequate provisions for faculty development, on the other.

Guided by the emerging framework that CHED and PIDS are further strengthening and fine tuning, CHED's decision to approve applications for increases in tuition and other school fees has been guided by the following:

First, Section 42 of Batas Pambansa Blg. 232 or the "Education Act of 1982" which provides that, "each private school shall determine its rate of tuition and other school fees or charges... subject to rules and regulations promulgated by the Ministry of Education, Culture and Sports" (now DepEd, TESDA and CHED).

Second, Republic Act 6728 or the "Government Assistance to Students and Teachers in Private Education Act", which requires HEIs, for every incremental tuition increase, to allocate 70% of the increase for the payment of salaries, wages, allowances and other benefits of teaching and non-teaching personnel; 20% for the improvement and/or acquisition of facilities, or modernization

of buildings, equipment, libraries, laboratories and other similar facilities and the payment of other costs of operation; and 10% for the return on investment if they are stock corporations, otherwise, the remainder is to be utilized for the operation of the institution.

Third, CHED Memorandum Order (CMO) No. 3, series of 2012 or the "Enhanced Policies, Guidelines and Procedures Governing Increases in Tuition and Other School Fees, Introduction of New Fees, and for Other Purposes," which takes into account the following factors: regional inflation rate, financial standing of the institution, financial capacity of the general studentry, impact of force majeure or calamities, quality track record of the school, and the mission and vision of the institution.

Fourth, the "education deflator", which measures the average cost of providing education services based on the regional inflation rate, which is still being refined.

CHED's approach to the issue of tuition is holistic. In the light of contending concerns and interests in society, there is a need to balance access issues with sustainability of educational institutions. For its part, CHED ensures that HEIs meet the guidelines provided by law, especially the requirement of consultation, the proper allocation of tuition fees, and strict adherence with the processes that seek to make tuition and other school fee increases transparent, reasonable and affordable.



SUPPORTED AND ENFORCED THE UniFAST

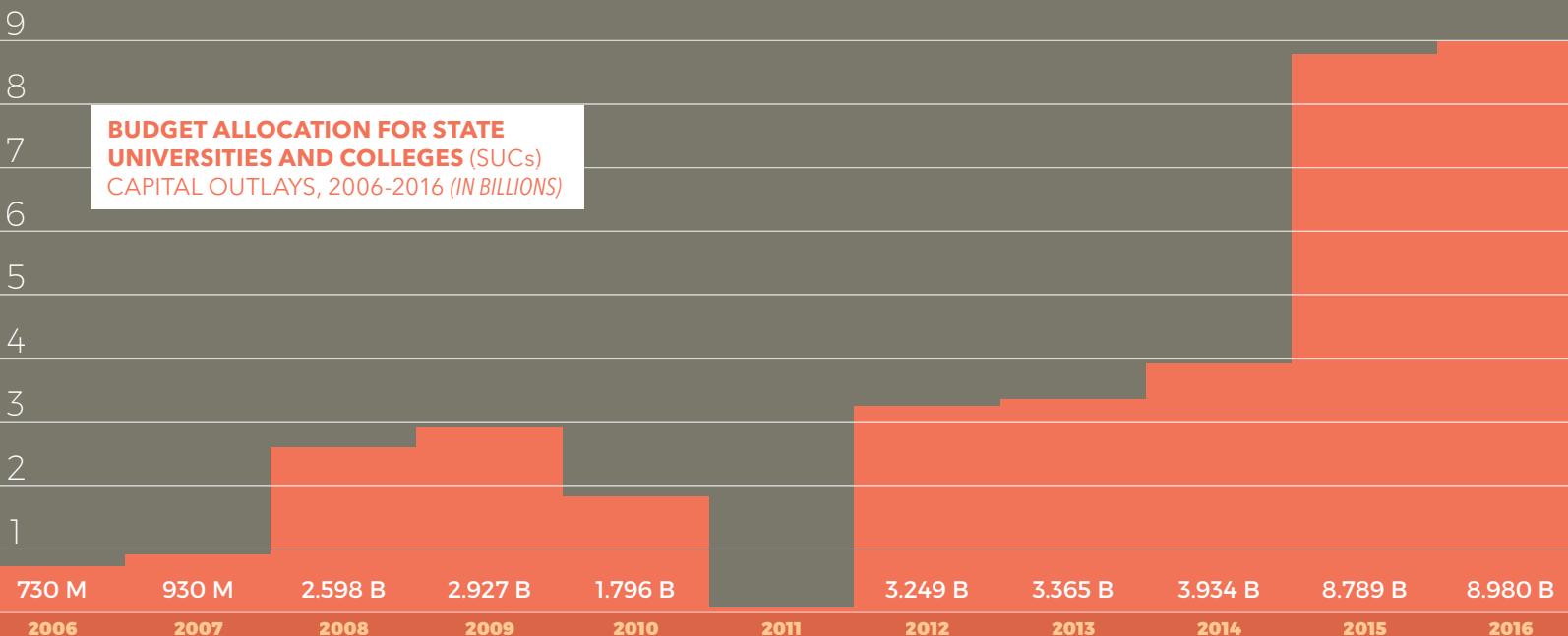
Sustaining the positive impact of democratized access to higher education as manifested in the most recent achievement of the SGP-PA students entails significant infusion of funds aimed at benefitting even non-poor students from families with cash flow problems. In light of this imperative, CHED welcomed the passage of Republic Act No. 106871 or the Unified Student Financial Assistance System for Tertiary Education (UniFAST), a landmark social legislation designed to benefit the Filipino youth. This was signed into law by President Benigno S. Aquino III on 15 October 2015.

Designed to unify all modalities of StuFAPs for Tertiary Education, the UniFAST rationalizes the allocation, utilization and client-targeting of government resources and improves access to quality higher and technical education. It also serves as the ultimate national human resource development mechanism and strategy that will direct beneficiaries to priority courses needed for economic growth and development.

Building on the National Economic and Development Authority (NEDA)-Social Development Committee's idea of a harmonized

financial assistance program, CHED commissioned the Philippine Institute of Development Studies (PIDS) to draft the UniFAST bill based on a comprehensive CHED-funded study in 2013. As part of its reform agenda, CHED, together with PIDS, provided technical assistance to both the Lower and Upper Houses of Congress in the formulation and eventual enactment of the Law.

The UniFAST is governed by a Board composed of the heads of CHED, Department of Science and Technology (DOST) and Technical Education and Skills Development Authority (TESDA) as co-chairs, with the head of Department of Education (DepEd) and representatives from DOLE, NEDA and National Youth Commission (NYC) as members. The Board, supported by a technical secretariat, is mandated to ensure program sustainability and safeguard student welfare. It is responsible for standard-setting, client-targeting, fund allocation and prioritization based on supply-demand situations, prices and inflationary factors, government human resources development plan and current trends in internationally-shared human resources.



ENHANCED AND UPGRADED SUC FACILITIES

SUCs remain the institution of choice of poor but deserving students because of lower tuition, proximity to their homes and the perceived high quality of programs. As public institutions charged with responding to the education and development needs of their respective regions, upgrading their capability to continuously provide quality education is an absolute imperative. In the last six years, CHED has invested significantly in the infrastructure and facilities of SUCs.

Prior to 2010, SUCs, with a few exceptions, hardly received any capital outlay allocation. However, by 2016,

the capital outlay of SUCs has grown by more than 400% - from PhP1.796 billion in 2010 to PhP8.989 billion in 2016. This increase has enabled SUCs to acquire laboratory equipment and other required facilities, improve the quality of instruction, and boost their competitiveness. To maintain the level of budgetary support for capital outlay from the 2010 General Appropriations Act (GAA), the Aquino administration allocated part of the Disbursement Acceleration Program funds to the Department of Public Works and Highways (DPWH) for the upgrading of SUC facilities in 2011. These funds were



Before

Visayas State University (Tolosa Campus)
Administration Building



After

downloaded to SUCs by mid-2012. From 2013 onwards, funds for SUC capital outlay in the GAA increased almost exponentially up to the current level.

In addition to the infusion of capital outlay, CHED has supported the rehabilitation and reconstruction of SUCs, particularly in the Typhoon Yolanda-belt and other calamity-stricken areas.

In 2014, thirty-six (36) SUCs were identified as affected by Typhoon Yolanda. Twenty-eight (28) received funding for 607 infrastructure projects in the amount of PhP826.53 million. The eight (8) remaining SUCs received funding for 112 infrastructure projects in 2015 in the amount of PhP104.24 million.

Twenty-three (23) SUCs affected by Typhoons Pablo, Odette and other disasters such as the Zamboanga siege received PhP319.93 million for 242 infrastructure rehabilitation projects.

Funding for office and laboratory equipment were also provided to thirty (30) SUCs affected by these calamities in the amount of PhP1.1 billion.



Before



Visayas State University (Main Campus)
Spillway

After

SUPPORTED SUCs BUDGET AND IGPs

Although the budget of SUCs increased in the Aquino administration, it is still not sufficient for the much-needed upgrading that enable programs to meet quality standards. Considering the understandable limited budget for higher education vis-à-vis basic education, CHED encouraged SUCs to systematically pursue Income Generating Projects (IGPs) to meet the demands of 1.79 million students who constitute about 44% of the total number of higher education enrollees.

Following the Roadmap for Public Higher Education Reform, increased government investment in higher education has to be complemented by the SUCs' own initiatives to improve their capacity for resource generation and reduce their dependence on government subsidy. CHED, in partnership

with the Philippine Association of State Universities and Colleges (PASUC), conducted an inventory of SUCs assets and provided funds for extension projects involving technology transfer and utilization for income generation cum community service. The concerned SUC officials were also given training on business planning and development and management of IGPs using the SUCs' assets. The SUCs income or receipts accounted for by internally-generated income, increased from PHP11.12 billion in 2010 to PHP17.45 billion in 2015, indicating a growing trend towards greater fiscal autonomy.

Initiatives aimed at streamlining the SUC system and improving its efficiency and fiscal self-reliance are expected to further level the playing field between the public and private HEIs.



**PROFESSIONALS WHO
BENEFITTED FROM
CHED'S ETEEAP**



ANNA FEGI
International Singer and Actress

*University of San Jose Recoletos
Bachelor of Arts degree in Mass Communication
April 2008*



MELO ACUNA
*Director, CBCP Online Radio Country
Correspondent, Beijing-based China
Radio International*

*Manuel S. Enverga University Foundation - Lucena
AB Communication
1979 - 2011*

**STRENGTHENED PROGRAMS FOR
LEARNERS IN SPECIAL CIRCUMSTANCES**

The Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP), Ladderized Education Program (LEP) and Distance Education are CHED programs intended for working students and/or "school leavers" who have partially completed but did not finish their studies and would like to earn a degree.

The ETEEAP is a system for recognizing and accrediting skills and giving equivalency to competencies acquired from relevant work or experience outside the formal education system. This is implemented through deputized HEIs that award the appropriate college degrees.

In AY 2013-2014, there were 94 deputized HEIs that implemented the ETEEAP with 76 programs offered at the undergraduate level that have produced 1,974 graduates, which is more than double the 919 graduates in 2010. The number of graduates is expected to increase with the full development and acceptance of the Philippine Qualifications Framework (PQF) that would have a developed system of pathways and equivalencies by 2017.

Recognizing the need of some students to seek employment even before completing college, CHED and TESDA designed and implemented the LEP. Ladderization allows graduates of technical-vocational programs or

institutes to pursue higher educational courses offered in colleges and universities, giving credits for what they have already earned or completed in a tech-voc program.

Model ladderized curricula have been developed in the fields of Health Education, Mechanical Engineering, Agricultural Education, Information Technology Education, Teacher Education, Midwifery, and Medical Technology. Interestingly, enrollment in the LEP grew significantly from 3,199 in AY 2009-2010 and offered in 20 HEIs to 17,898 in AY 2013-2014 in 120 HEIs.

Distance Education, on the other hand, is a mode of educational delivery whereby teacher and learner are separated in time and space, and instruction is delivered through specially designed materials and methods using appropriate technologies, and supported by organizational and administrative structures and arrangements. There were 6,344 students enrolled in Distance Education programs in AY 2013-2014, up from last year's reported 5,774 students, posting a 9% increase.

With the recent signing into law of the Ladderized Education Act of 2014 and the Open Distance Learning Act, one can expect further democratization of quality higher education.

CAPACITY

CONTRIBUTED TO THE DEVELOPMENT OF THE PHILIPPINE QUALIFICATIONS FRAMEWORK AND THE ASEAN QUALIFICATIONS REFERENCE FRAMEWORK

CHED collaborated with DepEd, TESDA, the Professional Regulation Commission (PRC), DOLE and the Department of Trade and Industry (DTI) in the development of the Philippine Qualifications Framework (PQF). Together with these agencies, CHED is operationalizing the Framework and laying the groundwork for its forthcoming implementation and referencing to the ASEAN Qualifications Reference Framework (AQRF) in 2018.

The PQF is a hierarchy of eight (8) levels of learning complexity. It aims to: 1) establish national standards and levels of learner outcomes that harmonize knowledge, skills, competencies and values for the same qualifications across education or training sectors—with the end in view of helping the country achieve inclusive national development and competitiveness; 2) support the development and maintenance of pathways and equivalencies that provide access to formal qualifications and assist Filipinos to move easily and readily between different education and training sectors—e.g., technical vocational and higher education—and between these sectors and the labor market; and 3) align the PQF with international qualifications frameworks to support national and international mobility of students, workers and professionals through greater recognition of the value and comparability of Philippine qualifications.

CHED's role in the inter-agency division of labor is to substantiate the learner outcome-based qualifications for each PQF level corresponding to higher education (Levels 6 to 8). It is also the lead agency in the establishment of pathways and equivalencies for all levels as well as the quality assurance of the system.

The tireless complaints about the prevailing jobs-skills mismatch, the uneven quality of qualifications obtained from the country's education and training institutions, the increasing demand for formal recognition of competencies gained from non-formal and informal learning modalities, the emergence of regional economic communities (e.g., ASEAN Economic Community and European Economic Community), the freer flow of students, workers, and professionals and the internationalization thrust of higher education in ASEAN and elsewhere provide the impetus for the development of the PQF and its inclusion among the 150 National Qualifications Frameworks (NQFs) in the world.

International mobility, in particular, has made comparability of qualifications and quality assurance sine qua non conditions. Hence, the imperative to develop not only quality assured NQFs but also regional qualifications reference frameworks that make qualifications

systems within a region easier to understand. To date, the Philippines is one of four countries that committed to reference their respective national qualifications framework with the AQRF in 2018—the others being Indonesia, Malaysia and Thailand.

The inter-agency National Coordinating Committee decided to fast track the development and implementation of the PQF and its referencing to the AQRF because the Philippines chaired the AQRF Task Force under the auspices of the ASEAN Australia New Zealand Free Trade Area's Economic Cooperation Work Program. CHED chaired this Task Force for the Philippines in the finalization of the Framework and through its endorsement by the ASEAN Economic, Education and Labor Ministers. The Commission continues to lead in paving the way for the implementation of the Framework in the ASEAN Economic Community on behalf of the Philippines.

CHED's higher education reform efforts, especially as they relate to enhancing the competencies of Filipinos for employment, job creation and for coping with the rapidly changing world of the 21st century are facilitating the further development of the PQF. In turn, the fast tracking of PQF development in the next two years is expected to hasten the full implementation of these reforms.

RE-ENGINEERED AND UPGRADED CURRICULA TO CREATE COMPETENT AND JOB-READY GRADUATES

Of particular significance in ensuring that Filipinos hone requisite competencies are CHED's reform initiatives to facilitate the paradigm change to lifelong learning in higher education. The lifelong learning framework shifts the focus of education from the teacher/instructor to the learner in order to help individuals adapt to the changing requirements of the labor market and individual existence in a rapidly changing environment. It underlies the use of learner outcomes as metric of quality assured national qualifications frameworks and increasingly, of education and training worldwide.

Even while the PQF was being developed, CHED had issued CHED Memorandum Order (CMO) No. 46, series of 2012, a quality assurance policy that underwent numerous stakeholder consultations from December 2010 to September 2012. The CMO called for: 1) a shift to learner outcomes/learning competency based standards in higher education, particularly in programs that are oriented to industry and, in disciplines that are not, a broader notion of learner outcomes/competence to include, for instance, the competence of scholars to search for truth no matter where it leads; 2) the functional differentiation and horizontal classification of higher education institutions according to their respective missions into universities, professional institutes and colleges for purposes of a differentiated quality assurance; and 3) learner outcomes-based quality assurance that recognizes the value of inputs but focuses more particularly on the achievement of learner outcomes.

The CMO served as policy cover for revised Policies, Standards and Guidelines (PSGs) in ninety-six (96) existing programs in maritime, engineering, information technology, social work, human services, business administration, and health, among others. In undertaking this task, the CHED Technical Panels prioritized programs deemed responsive to the key employment generating sectors. For better matching of jobs and skills/competencies of graduates in selected industry-oriented programs, stakeholders from industry and professional organizations were involved in specifying relevant skills and competencies. Currently, the Technical Panels are further revising the PSGs to make them hew more closely to the spirit of learner outcomes-based education and align them with the K to 12 reform that prescribes Kindergarten and the addition of two years of Senior high school, the PQF and the new General Education Curriculum (GEC).

CHED revised the GEC in the context of K to 12 based on college-readiness standards. Consistent with the purpose of general education, the new GEC aspires to produce well-rounded students. Specifically, it aims to lay the groundwork for the development of professionally competent, humane and moral Filipino graduates with a deep sense of history and culture and the capacity to live, work and engage with communities meaningfully in a rapidly changing, complex, technology-driven and globalized world. Veering away from a disciplinal orientation, the new GEC is holistic to enhance the learners' ability to analyze, reflect, conceptualize, and

create solutions; connect developments and appreciate nuances; understand humanity and the world; and adapt to swiftly changing conditions.

The revised GEC consists of twelve (12) integrative courses: eight (8) core courses; three (3) electives and the Life and Works of Rizal as mandated course. Traversing disciplinal borders, Understanding the Self, Readings in History, The Contemporary World, Mathematics in the Modern World, Purposive Communication, Art Appreciation, Science, Technology and Society, and Ethics constitute the core courses. Living in the IT Era, Religions, Religious Experiences and Spirituality, and Philippine Popular Culture are some of the electives in the discipline clusters of Mathematics, Sciences and Technology, Social Sciences and Philosophy, and Arts and Humanities respectively.

With regard to the new GEC, the need for the "intellectualization" of Filipino, through its use in oral and written forms, across academic domains prompted CHED to build into the implementation of the GEC, the availability of course descriptions, syllabi and instruction materials in Filipino and to encourage the GE faculty to teach in the language.



STRENGTHENED ACADEME-INDUSTRY LINKAGES

CHED has worked closely with industry partners to address jobs-skills mismatch and to develop and deliver programs for careers of the future. Collaborating with the IT and Business Process Association of the Philippines (IBPAP) in 2012, CHED provided training and curriculum for students and faculty to develop the necessary skills sets that will qualify them for IT-BPO jobs. This collaboration has led to the development of the **Service Management Program** (SMP) tracks in the Bachelor of Science in Business Administration (BSBA) and Bachelor of Science in Information Technology (BSIT) curricula. These tracks will equip graduates with the competencies that fit the requirements of both voice and non-voice segments of the BPO industry.

Since then, 8,000 students have been enlisted in SMP and the first batch of 727 students graduated in 2015. In support of the Program's continued rollout, more than 600 teachers have thus far undergone training to teach SMP subjects and more are expected to undergo similar trainings.

Established in 2013, the partnership between CHED and IBM Philippines has also led to the enhancement of the BSBA and BSIT curricula with the integration of specialization tracks in

Business Analytics, a field anticipated to be in high demand in the next five years. The goal is to make the Philippines a center for smart analytics starting 2015. Eventually, Business Analytics will be open not only for students of business and IT but also of the social sciences and humanities.

In early 2015, CHED inked a memorandum of understanding with the Philippine S&T Development Foundation Manila-Inc. (PhilDev S&T) with the goal of producing Filipino engineers who can transform their ideas and innovations into economic enterprises. CHED developed a **Technopreneurship** General Elective for undergraduate engineering students. It started its pilot run in AY 2015-2016 in five (5) HEIs namely Mapua Institute of Technology, University of the Philippines-Los Baños, University of San Carlos, Xavier University, and the Technological Institute of the Philippines.

CHED also released new curricula in Bachelor of Science (BS) in Meteorology and BS in Naval Architecture and Marine Engineering in response to the shortage of graduates in these areas. By the end of 2016, a BS in Health Informatics will be introduced.



2012



2013



2014



2015



2016

BS Meteorology
(pilot run)

Service Management Program Track
(CMO 6, s. 2012)

Business Analytics Track
(CMO 12, s. 2013)

BS Entertainment and Multimedia Computing
(CMO 02, s. 2014)

BS in Naval Architecture & Marine Engineering
(CMO 28, s. 2015)

Technopreneurship Track (pilot run)

BS in Health Informatics
(in the pipeline)



FACILITATED K to 12 TRANSITION

Investing in the Future of Higher Education (2016-2020)

Part and parcel of the Aquino Administration's flagship basic education reform through Republic Act 10533 (The Enhanced Basic Education Act of 2013), is the consequent review, reform, and upgrading of the quality and relevance of higher education.

As part of its responsibility to ensure that there is no duplication of subjects between basic and higher education, the Commission issued CHED Memorandum Order No. 20, series of 2013, otherwise known as the "General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies," which revises the General Education Curriculum (GEC), aligning it with the advanced subjects now to be taken in Senior High School, while exposing undergraduate students to various dimensions of knowledge and ways of comprehending social and natural realities that promise to develop intellectual competencies—critical, analytical and creative thinking and multiple forms of expression—and civic capacities essential to contribute to one's community, country and the world.

Meanwhile, in response to the multi-year low enrolment due to the full implementation of Senior High School beginning in Academic Year (AY) 2016-2017, the Commission established the K to 12 Transition Program to help mitigate the impact of the transition on teaching and non-teaching personnel, while making a long-term investment of P28 billion in higher education capacity-building over the five-year transition. This covers a full range of developmental supports to upgrade qualifications of both institutions and personnel through graduate education scholarships locally and abroad for 15,000 faculty and staff; deepened opportunities for research, extension, and industry immersion; as well as funding for institutional development and innovation projects to increase competitiveness of Philippine colleges and universities both in the ASEAN and globally.

The effort has similarly allowed CHED to (1) better respond to latent gaps in undergraduate and graduate programs across disciplines and regions, (2) gain a nuanced understanding of regional needs leading to better-differentiated strategies and approaches, and (3) develop focused supports to build capacity for higher education leadership and management which, collectively, constrain capacities of schools to respond better to the demands of 21st century learning and to serve as catalysts of both human capital and regional development.

These run alongside a closely coordinated interagency effort to provide additional safety nets for the estimated 25,000 faculty and staff who may be affected by the displacement through the Department of Education's Green Lane (DepEd Order No. 3, Series 2016), and the Department of Labor and Employment (DOLE)'s Adjustment Measures Program.

CHED K to 12 TRANSITION PROGRAM
has designed a comprehensive range
of developmental programs



**SCHOLARSHIPS
FOR GRADUATE
STUDIES**



**INSTRUCTION,
RESEARCH
AND SECTORAL
ENGAGEMENT
GRANTS**



**INSTITUTIONAL
DEVELOPMENT
& INNOVATION
GRANTS**



**SENIOR HIGH
SCHOOL
SUPPORT**

UPGRADED CAPACITY FOR DIRECTED RESEARCH AND DEVELOPMENT AND EXTENSION PROGRAMS TO SERVE SOCIO-ECONOMIC DEVELOPMENT GOALS

The Aquino Administration poured in significant investments in Research and Development and Extension (RD&E) projects of HEIs in pursuit of purpose-driven, inclusive economic development and global competitiveness.

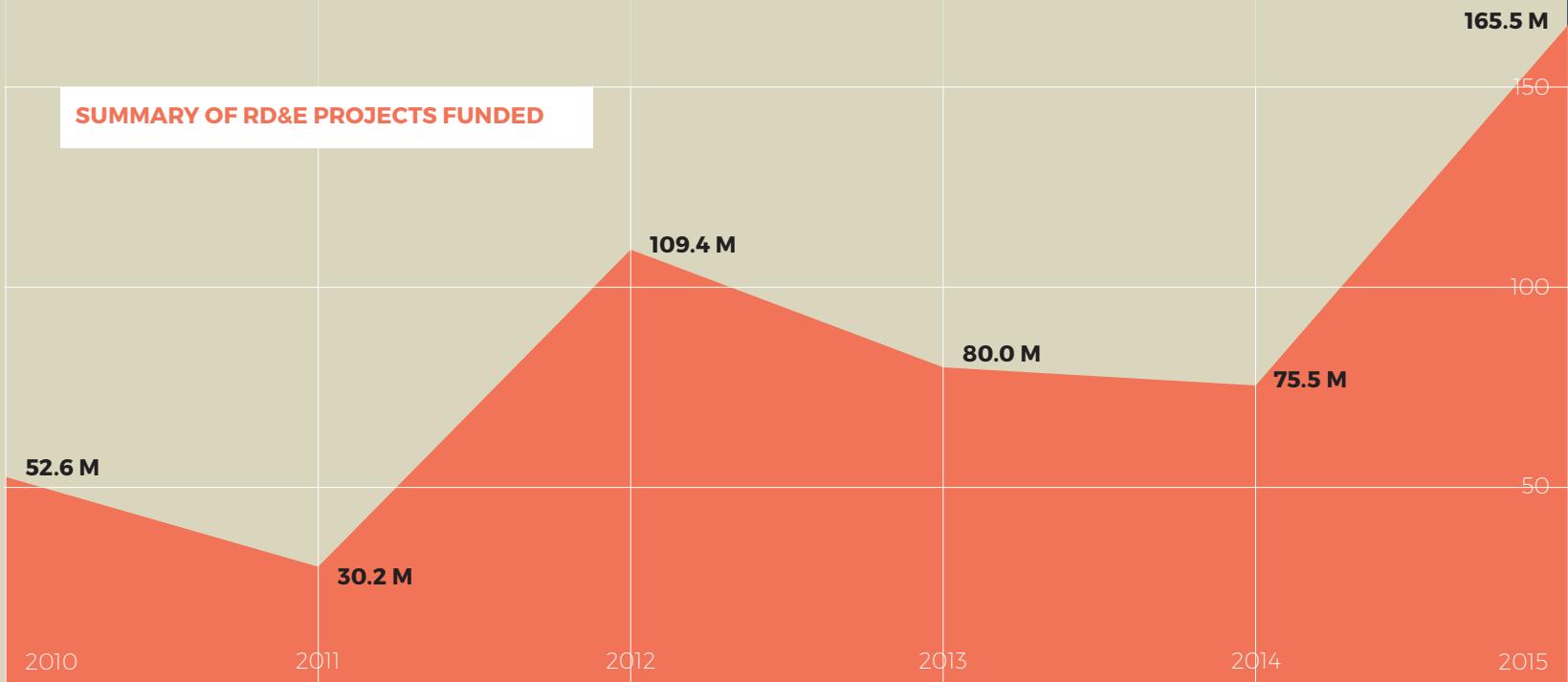
CHED's total allocated funds for RD&E for the past six years reached Php811,711,479.00 which supported RD&E projects, capacity building programs, grants for doctoral dissertation and thesis writing, travel grants for presentations in international research conferences, awards and incentives, regional research promotion activities, and support for CHED-accredited journals.

A total of PhP513,197,195.00 funded three hundred ninety (390) RD&E projects, 128 from SUCs and 85 from private HEIs, on thematic areas such as a) Food Production and Security, b) Environment,

Disaster Risk Reduction and Response, Climate Change and Energy, c) Terrestrial and Marine Resources/Systems: Economy, Biodiversity and Conservation, d) Smart Analytics and Engineering Innovations, e) Health Systems, and f) Education for Science, Technology, Engineering, Agri-Fisheries and Mathematics (STEAM).

Two examples of these RD&E projects are 1) Mango Waste Bio-Refinery implemented by the University of San Carlos and 2) The Establishment of Mesoscale Meteorological Monitoring Infrastructure by the University of Southeastern Philippines (USeP), University of the Philippines Mindanao, Davao Del Norte State College, Southern Philippines Agri-Business and Marine Aquatic School of Technology (SPAMAST), and Ateneo de Davao University.

SUMMARY OF RD&E PROJECTS FUNDED



THE ESTABLISHMENT OF MESOSCALE METEOROLOGICAL MONITORING INFRASTRUCTURE

Scientists and researchers from the USeP, University of the Philippines Mindanao, Davao Del Norte State College, SPAMAST, and Ateneo de Davao University created models and forecasts on climate patterns and changes in Davao City and its nearby communities which can be used as management tools in the future in terms of disaster risk reduction and climate change adaptation.

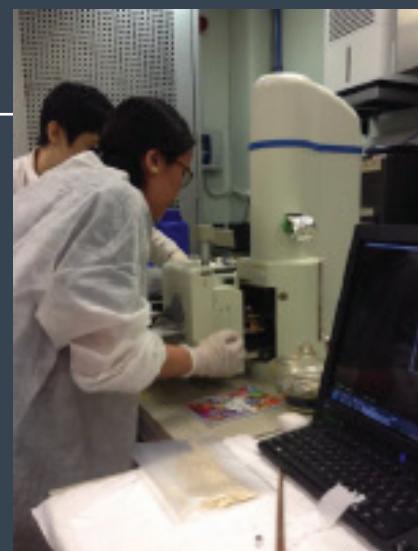
A total of twenty (20) Automated Weather Stations (AWS) were installed in different locations in the Davao Region. Local Government Units (LGUs) and other relevant public and private agencies in Davao now use the data collected from the sensors as management tools for disaster risk reduction and climate change adaptation. Davao residents can also check on the website:



tropics.addu.edu.ph/aws/about.php to aid them in decision making based on up to date weather data. The AWS data also serve as complementary data in generating Geo-hazard maps such as flood and landslide hazard maps. In 2014, USeP, together with HOLCIM Philippines Inc.-Davao, conducted a study and was able to come up with a Flood Susceptibility Map of Barangay Bunawan, Davao City.

MANGO WASTE BIO-REFINERY PROJECT

This technology, developed by scientists and researchers from the University of San Carlos in Cebu City, focused on integrated processes for the treatment of mango wastes consisting of peels and seeds from fruit processing and the subsequent recovery and preparation of high-value products such as a) mango flour, b) feed mix, c) alternative solid fuel, d) mango pectin (as ingredients for nutraceuticals, pharmaceuticals, and cosmetics), and e) mango polyphenols (anti-oxidants and anti-microbial agents).



INCREASED SUCs BUDGET FOR ENHANCED INSTRUCTION, RESEARCH AND EXTENSION

Recognizing the strategic role of SUCs in national development, CHED vigorously campaigned for the increase in the SUCs budget from PhP23.8 billion in 2010 to PhP46 billion in 2016.

To rationalize resource allocation to SUCs, CHED sharpened the Normative Funding Formula (NFF) for determining the share of SUC's subsidy from the government. The application of the NFF on the SUCs allocation for Maintenance and Other Operating Expenses and Capital Outlay, provided an objective and sound basis for the grant of significant increases in government investments in higher education during the last three years. NFF, coupled with the shift to outcome-based Performance-informed Budget (PIB) system introduced by DBM, would ensure that government subsidy for

higher education would be directed to where it would create the most appreciable impact in line with the goals of the Roadmap for Public Higher Education Reform.

Factors such as institutional support and quality instruction, performance in research and extension, focus on priority disciplines, use of income, and others, have proven to be effective tools of NFF in incentivizing SUCs' efficiency and accountability.

Further, the NFF has also been applied to determine the recommended allocation of the budget for personnel services equivalent to 9,000 plantilla positions for instructors in SUCs with an approved allocation of PhP5 billion. The recommendations have been submitted to the DBM in 2015 and projected for implementation in AY 2016-2017.

2006
18.617
15.447
2.440
0.730

2007
18.532
15.267
2.335
0.930

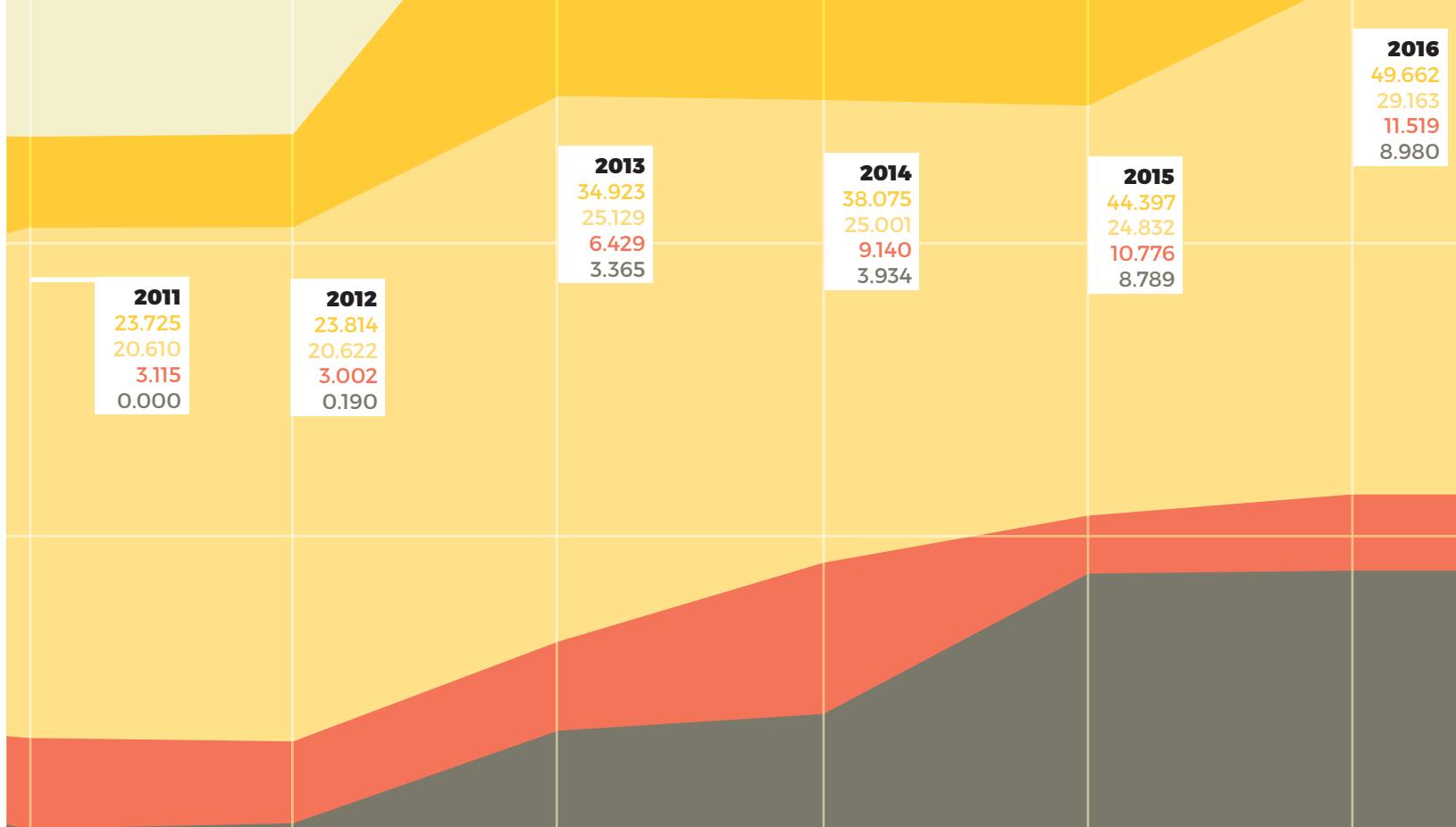
2008
20.809
15.357
2.854
2.598

2009
24.229
17.683
3.619
2.927

2010
23.844
18.144
3.904
1.796

SUCs BUDGET ALLOCATION (IN BILLIONS)
(PS, MOOE, CO) 2006-2016

█ TOTAL BUDGET
█ PERSONAL SERVICES (REGULAR + RLIP)
█ MAINTENANCE & OTHER OPERATING EXPENSES
█ CAPITAL OUTLAY



CLOSED AND PHASED OUT SUBSTANDARD PROGRAMS

The law creating CHED, RA No. 7722, clothed the agency with a mandate and authority to monitor, supervise and regulate all HEIs and academic courses and degree offerings. This mandate carries the heavy responsibility of ensuring that CHED policies, standards and guidelines, drawn up in line with its rule-making authority over the sector, is complied with to protect the constitutionally-guaranteed welfare of the general public in acquiring quality education.

In 2011, CHED has launched an intensive drive to weed out non-compliant academic program offerings through its Task Force on the Strengthening of the Enforcement Powers of CHED on Non-Compliant Academic Programs and Course Offerings. The unstinting efforts of the Task Force composed of designated officials from the CHED Legal and Legislative Service, the Office of Programs and Standards Development, and the CHED Regional Offices have resulted in the closure and phase-out of 779 non-compliant or deficient programs, including twenty-six (26) in maritime and 113 in nursing. CHED continues to process the closure or phase out of programs with major uncorrected deficiencies.

While CHED has been able to raise academic standards through the closure and phase out of substandard

programs, it has confronted tremendous challenges. The closure or phase out of BS Marine Engineering (MarE) and Maritime Transportation (MT) is a case in point. Although a UN Convention covers these programs, the ongoing restructuring of the maritime higher education system—that has resulted in the phase out of substandard BS maritime programs or their conversion to a ratings program—has made CHED vulnerable to a host of legal challenges and myriad threats. Its officials and staff have had to contend with graft cases in the Ombudsman or the courts for alleged partiality against non-compliant HEIs. Some of these cases involved the issuance by lower courts of Temporary Restraining Orders (TROs) and Injunctions. Regrettably, such legal issuances have constrained CHED's capacity to assure the international maritime community of the quality of sub-standard programs under injunction.

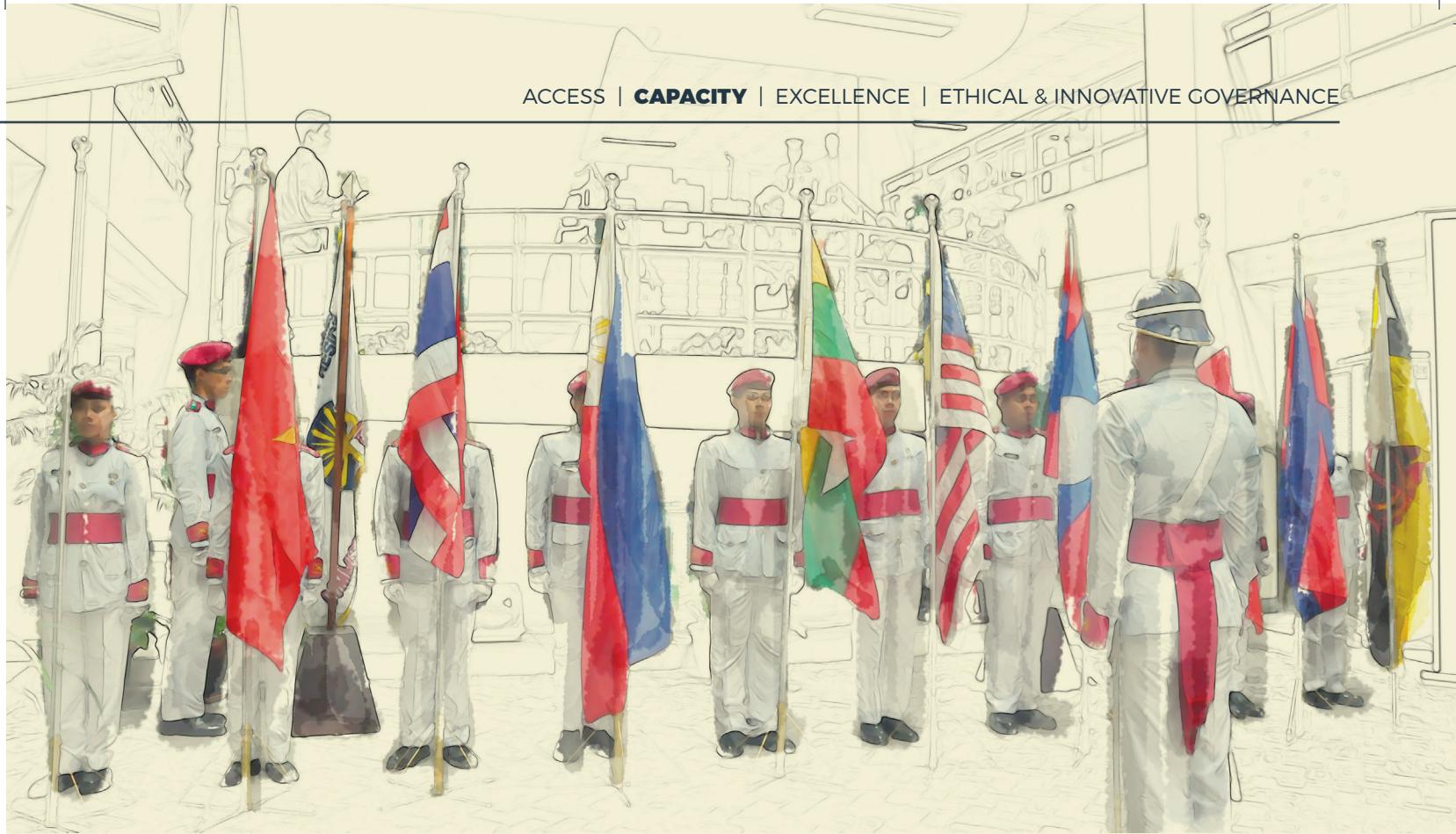
It is noteworthy that in the last two years, CHED, with the help of the Office of the Solicitor General, has won several landmark maritime-related cases in the courts. In one case, for instance, the Court of Appeals (CA) upheld as valid the Closure Orders of CHED over the grossly non-compliant BS MarE and BS MT course offerings of an HEI. In another illustrative case, the CA affirmed the CHED position that an HEI does not have an irrevocable right to offer and teach

BSMT and BS MarE. Accordingly, its continuous operation of these maritime programs is contingent on the approval of CHED. Indeed, the Court deemed the HEI's rights and privileges subject to revocation upon its failure to comply with the rules and regulations pertaining to the organization, administration and supervision of private/public HEIs.

CLOSURE/PHASE OUT OF SUBSTANDARD PROGRAMS

2011-2016

Maritime	26
Nursing	113
Other Programs (Private and LUCs)	236
Other Programs (SUCs)	404
TOTAL	779



INTERNATIONALIZATION INITIATIVES

CHED has two major internationalization priorities: the Policy Framework and Strategies on the Internationalization of Philippine Higher Education and the Higher Education Strategy and Action Plan (HESAP) for ASEAN Economic Cooperation (AEC). Both the policy framework and the HESAP are expected to guide the higher education sector and its stakeholders in meeting the challenges and opportunities of internationalization.

CHED is currently involved in international mobility for students' programs such as the University Mobility for Asia and the Pacific (UMAP), ASEAN International Mobility for Students (AIMS) and the ASEAN University Network (AUN).

Networking of centers of excellence in the region for teacher education, tourism, health and natural sciences, agriculture, environmental science and engineering is also on-going.

The Philippines has signed the ASEAN Mutual Recognition Arrangements

(MRAs) for seven (7) fields, namely: Accounting Services, Dental Practitioners, Medical Practitioners, Engineering Services, Nursing Services, Surveying Qualifications, and Architectural Services. These MRAs are aimed at enabling mutual recognition of the qualifications of professional service suppliers among signatory member-states.

CHED has signed education agreements with Canada, the Czech Republic, France, Hungary, Palau, Poland and Spain. Negotiations are underway with Germany, Italy, Latvia, Netherlands, Norway, Russia, Ukraine, and the United Kingdom. The international cooperation agreements with these countries generally involve faculty and student exchange, collaborative research, scholarships, and credit transfers/joint programs/double degrees. It is important to note the existence of various bilateral and multilateral agreements at the level of higher education institutions.

CHED has likewise promoted Philippine higher education, its institutions and programs beyond the region. Below are some of its agreements:

- PH-France Cooperation Agreement in the Area of Higher Education and Research (February 2015)
- PH-Hungary Education and Scientific Exchange Programme (2015-2017)
- PH-Spain Mutual Recognition of Studies Agreement (October 2012)
- PH-Poland Cooperation Agreement in Higher Education (November 2013)
- PH-China Agreement on Mutual Recognition of Academic Degrees in Higher Education

HIGHER EDUCATION LANDSCAPE

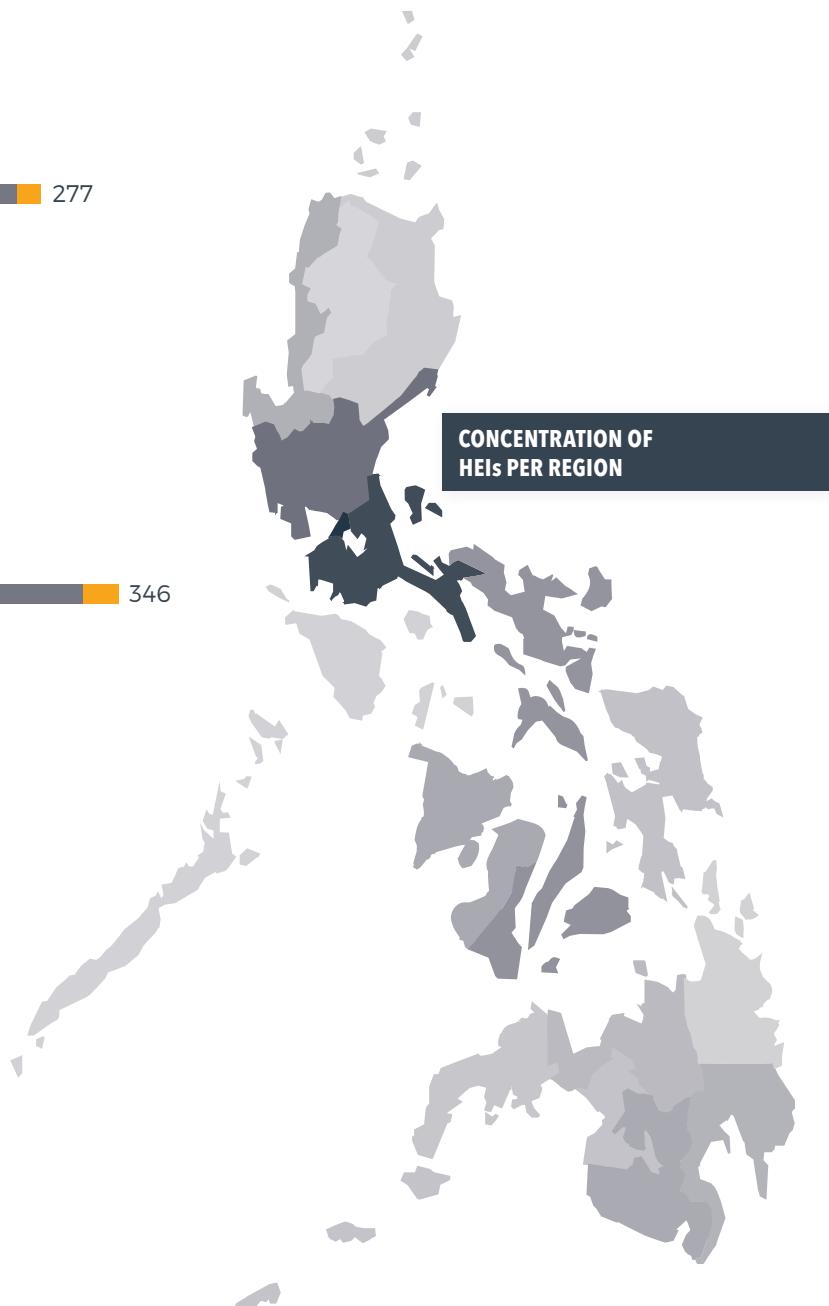
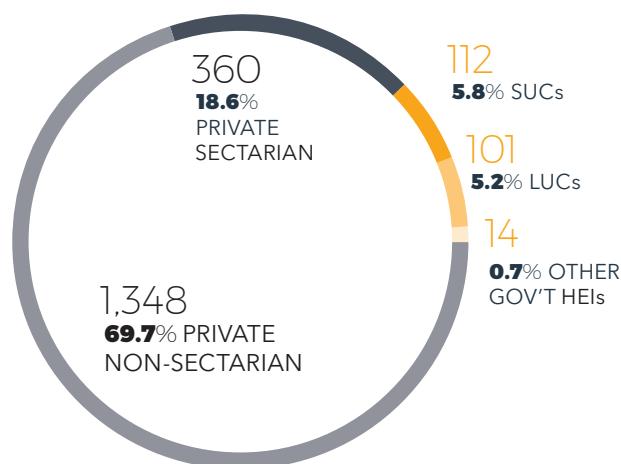
REGIONAL DISTRIBUTION OF HEIs

PRIVATE | PUBLIC

I	83	10	93
II	48	5	53
III	170	27	197
IV A	258	19	277
IV B	40	7	47
V	109	25	134
VI	80	21	101
VII	123	15	138
VIII	54	13	67
IX	55	7	62
X	65	12	77
XI	80	9	89
XII	93	5	98
NCR	318	28	346
CAR	37	7	44
ARMM	54	11	65
Caraga	41	6	47
TOTAL	1,708	227	1,935

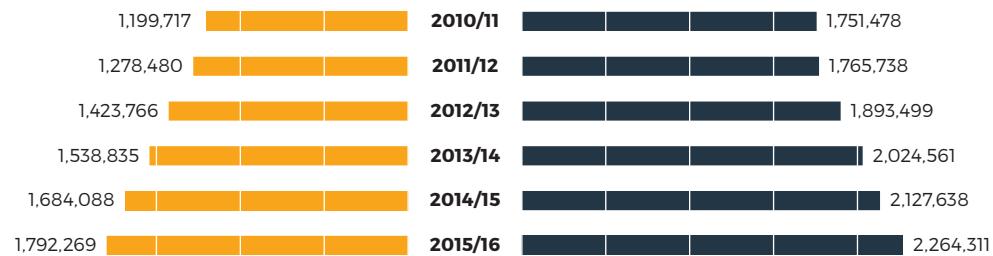
CONCENTRATION OF HEIs PER REGION

PUBLIC AND PRIVATE HEIs

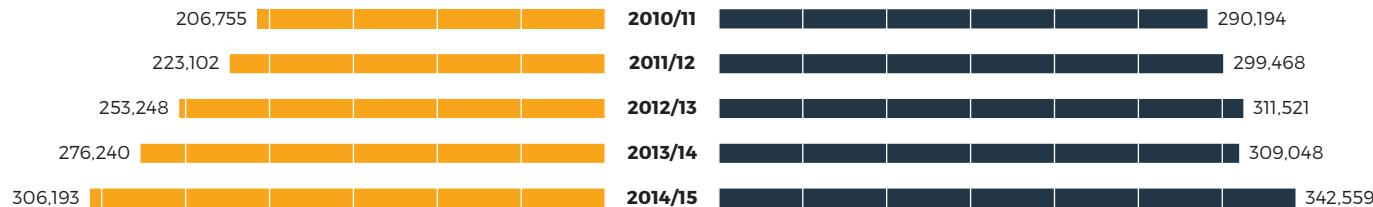


PUBLIC **PRIVATE**

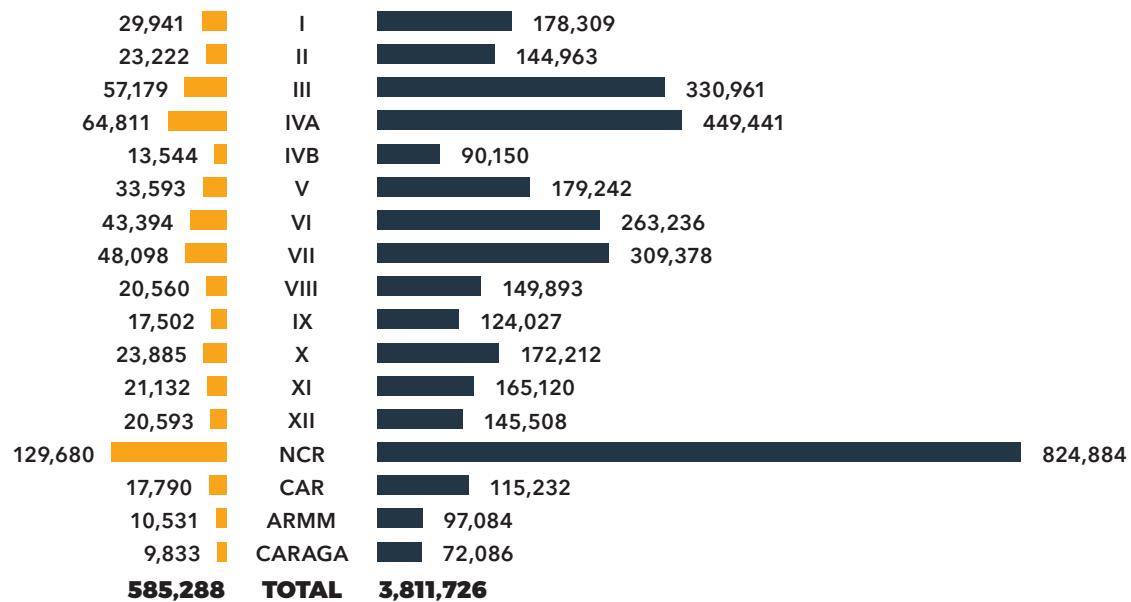
ENROLLMENT SHARE OF HEIs  = 500,000



GRADUATE SHARE OF HEIs  = 50,000



REGIONAL DISTRIBUTION OF HEIs GRADUATES



EXCELLENCE

HARMONIZED KEY ACADEMIC PROGRAMS WITH INTERNATIONAL STANDARDS

In the area of **EXCELLENCE**, CHED made significant strides in complying with international standards in programs with international agreements, specifically in the fields of Maritime Education, Engineering, and IT which, combined, produce about 100,000 graduates, representing 17% of the total graduates each year.

The nature of the international agreements differs for each program covered. STCW applies to the maritime disciplines. On the other hand, the Washington Accord and Seoul Accord are international mutual-recognition agreements among agencies responsible for the accreditation of tertiary-level engineering and computing and IT-related qualifications respectively.

The Bicameral Congressional Commission on Science, Technology and Engineering (COMSTE) of the 13th and 14th Congress raised from 2007 to 2013 the urgent need for the Philippines to bid for membership in both the Washington and Seoul Accord. Membership in these Accords would greatly enhance the standing of Filipino

engineers and IT experts and their opportunities for equal if not better wages and benefits in member jurisdictions³. This would also facilitate the mobility of Filipino students and graduates across national borders and among multinational companies within borders. More importantly, producing graduates with internationally accredited attributes will also encourage foreign companies to invest in the Philippines since they will be assured of a reliable and sufficient supply of qualified human resources.

CHED had since helped gain provisional membership for the Philippines (with the Philippine Technological Council as accreditation body for engineering) in the Washington Accord and is working on attaining full membership. Last 20 June 2015, the Philippines (with the Philippine Computer Society-Information Computing Accreditation Board as accreditation body for IT) was unanimously voted as a provisional member of the Seoul Accord, the first ASEAN country to have achieved this status.

In the case of maritime education, the European

³ Australia, Canada, Taiwan, Hongkong, India, Ireland, Japan, Korea, Malaysia, New Zealand, Russia, Singapore, South Africa, Sri Lanka, Turkey, the United Kingdom and the United States in the case of engineering



Union deferred its vote on whether the Philippines should remain in its list of countries eligible to produce officers for the international marine fleet. This decision was arrived at after the European Commission's Committee on Safe Seas (COSS) acknowledged the country's efforts to align the curriculum of BS Maritime Education programs with the 2010 amendments of the IMO's STCW.

To further address persistent non-conformances cited by the country's EMSA auditors since 2006, CHED, in collaboration with the MARINA, undertook much needed reforms including the restructuring of maritime higher education through the delineation of the officer track BS programs from the ratings track Enhanced Support Level Program (ESLP). CHED established the ESLP to ensure the continuous training of non-officer

seafarers—90% of whom are produced by HEIs—while assuring the international and domestic public that the BS maritime programs under CHED, that underwent several revisions for alignment with STCW, would produce officers-in-charge with competencies that strictly adhere to STCW as amended.

Indeed, CHED's initiatives to gain global recognition for our educational programs and graduates assure that the investments made by millions of Filipino parents in their children's education, using hard-earned money and life savings, would pay off sustainable dividends in the forms of high quality jobs, fair compensation, peer recognition, and overall professional well-being and fulfillment.

GEARED PHILIPPINE UNIVERSITIES FOR THE FUTURE

In order to spur innovation in Philippine HEIs, the Government also decided to invest in the **Philippine-California Advanced Research Institutes (PCARI)** project, a five-year capacity building, technology-generating collaborative initiative designed to upgrade to global standards the research, development and innovation capabilities and competencies of Philippine higher education institutions.

The PCARI project is a new approach that will enhance skills and expertise through research partnerships with top research universities in California, USA, initially with the University of California at Berkeley and the University of California at San Francisco in the priority areas of Information Infrastructure Development (IID) and Health Innovation and Translational Medicine (HTM).

There are seven (7) ongoing research projects under PCARI: four (4) in information infrastructure development and three (3) in health innovation and translational medicine. In addition to these projects, equipment will be provided for a Shared Genomics Laboratory in the Philippine Genomics Center and

the Animal Surgical Laboratory at the University of the Philippines College of Veterinary Medicine.

For the second cycle, a total of fourteen (14) research proposals were obtained: ten (10) in IID, and four (4) in HITM. These are now being evaluated and processed for funding under PCARI.

A call for the third cycle proposals has also been issued for funding under the 2016 PCARI budget allocation which is already included in the National Expenditure Program.

Scholarships in Philippine and California-based institutions are also available to those who qualify to pursue Master's and Doctoral degrees in the priority areas. Post-doctoral fellowships, other training modules related to the research and faculty exchange to enhance graduate degree program development are also supported under PCARI.

In order to attract the best and the brightest, PCARI offers a competitive compensation package and full support for research, which includes modern equipment, attendance in conferences and state-of-the-art laboratories.



PCARI PROJECTS AWARDED IN 2014 (Cycle 1)

- IID 13:** Resilient Sensory Swarms for Smart Energy and Environmental Monitoring (RESE2NSE)
- IID 31:** The Village Base Station
- IID 54:** Resilient Cyber Physical Societal Scale Systems
- IID 58:** Cost-Effective Manufacturing Using Printing Fabrication Technologies for Energy Generation, Conditioning, and Monitoring Devices
- IHITM 63:** High Throughput Screening of Philippine Terrestrial and Marine Organisms for Antimalarial Properties and Identification of Novel Drug Targets
- IHITM 109:** Philippine UC-Collaboratory for Device Innovation (Education/Training Award)
- IHITM 131:** Accessible Detection of Dengue using BioMems and MIP Materials
- IHITM SGCL:** Expansion of the Shared Genomics Core Facility in the Philippines

PCARI PROJECTS AWARDED IN 2015 (Cycle 2)

- IID-2015-07:** E-Participation 2.0 Connecting Diverse Philippine Populations for Disaster Risk Management with a Toolkit Integrating Text and Speech Analytics
- IID-2015-09:** GREEN POWER: Generating Renewable Energy via Electrolysis of water using New Power hybrid systems
 - Project 1: Hydrogen Generation Using Solid Oxide Electrolysis Cells (SOEC)
 - Project 2: Energy Production Using Polymer Electrolyte Membrane Fuel Cells (PEMFC)
- IID-2015-10:** Resilient Electricity Grids
 - Project 1: Resilient Demand Side Management Using Interruptible Loads
 - Project 2: Micro-Synchrophasors for Resilient Distribution Network Operation and Control
 - Project 3: Resilient Electricity Grids through Data Analytics for Diagnostics and Intervention
- IID-2015-11:** Cloud-based Intelligent Total Analysis System Using Geospatial Wireless Sensor Networks and Mobile Microscopy
- IID-2015-13:** 3rd -Generation VCSEL for Resilient Communication Networks (3V-ReCoN)
- IHITM 2015-001** Increase the Rates of Newborn Hearing Screening with Novel Technologies and Telehealth
- IHITM 2015-003** Metagenomic Contributions to Type 2 Diabetes Among Filipino Populations

EXPANDED SUPPORT FOR NETWORK OF LEADING HEIS

CHED provides substantive annual research funding to ten (10) leading universities, public and private, clustered as the **Philippine Higher Education Research Network (PHERNet)**.

PHERNet members conduct basic and applied, interdisciplinary research aimed at intellectual property generation in their own field of excellence. PHERNet members initiate collaborative R&D with their foreign counterparts or act as major linkage to international programs. In addition, they provide high quality post-graduate education and training environments for HEI researchers.

CHED also provides funding to eighteen (18) universities, public and private, clustered as **Higher Education Regional Research Centres (HERRC)**.

HERRCs conduct R&D activities that are aimed to respond to the needs of their respective regions, undertake research capability building activities for HEIs in their regions, promote and facilitate regional networking for research, participate in regional innovation clusters, and promote the utilization of research outputs and technology transfer/extension programs in their regions.

PHERNet and HERRC members have also been called upon by the Commission to spearhead national conferences on research and extension, participate in international fora such as the 1st Asia Pacific Economic Cooperation (APEC) High-Level Policy Dialogue in Science and Technology in Higher Education, and recommend inputs to new policies that are aimed at cultivating a robust research, innovation and extension ecosystem in Philippine colleges and universities.

The Commission also established the **National Agriculture and Fishery Education System (NAFES)** along with the Department of Agriculture and other partner agencies, as an integrated system of agri-fisheries education following the legislation of R.A. 8435. Consisting of thirty-one (31) National Universities and Colleges of Agriculture and Fisheries (NUCAFs) and eighty-four (84) Provincial Institutes of Agriculture and Fisheries (PIAFs), NAFES mandates the NUCAFs to engage in research that will improve the sector, while the PIAFs are expected to gear themselves primarily for extension, e.g., the conduct of training programs for target clients.

Aside from funding assistance to improve the physical infrastructure of NAFES institutions and the quality of their human resources, CHED and the DBM have provided substantial funding for NAFES institutions to ensure the fulfillment of their mandates. In particular, CHED supplemented the budget of NAFES with almost PhP200 million in support of applied research and extension programs in 2015. Part of this amount supported the SUC Program on Food Production and Security: Diffusing and Utilizing Innovations. In addition, more or less PhP160 million will be spent in support of NAFES this 2016. The main focus will be to strengthen techno-demonstration projects that will benefit more farmers, agri-entrepreneurs, and fishermen and their families in marginal communities.

EXPANDED SUPPORT FOR CENTERS OF DEVELOPMENT AND CENTERS OF EXCELLENCE



As part of its developmental function, CHED continues to recognize the accomplishments of HEIs in instruction, research and publications, extension and linkages, and institutional quality assurance. From 255 identified Centers of Excellence (COEs) and Centers of Development (CODs) in 2010 in 98 HEIs, the Philippines now has a total of 432 COEs and CODs in 139 HEIs.

These HEIs with academic programs benchmarked against international practices are recognized for their capacity to produce globally competitive graduates and cutting edge research outputs with relevance to the needs of the disciplines and the country's development objectives.

Benefits of COEs/CODs

The identification of the first batch of COEs/CODs began in 1996. Acknowledging their vital role as potent catalysts in uplifting the quality of education in key disciplines, CHED extends the following assistance and privileges to the Centers:

1. Funding assistance for faculty development, research and publication, presentation in international conferences, extension and linkages activities, and facilities upgrading;
2. Non-monetary subsidies and awards such as consideration for conversion to University Status and identification as autonomous and deregulated HEIs; and
3. Priority in the selection of CHED institutional partners for developmental projects.

EXPANDED AUTONOMOUS AND DEREGULATED INSTITUTIONS



Awarding of latest batch of HEIs distinguished as Autonomous and Deregulated, May 2016

In 2016, CHED released an updated list of Autonomous and Deregulated private HEIs nationwide. These HEIs demonstrate a high level of institutional quality and program excellence, as well as commitment to excellence, institutional stability and enhancement.

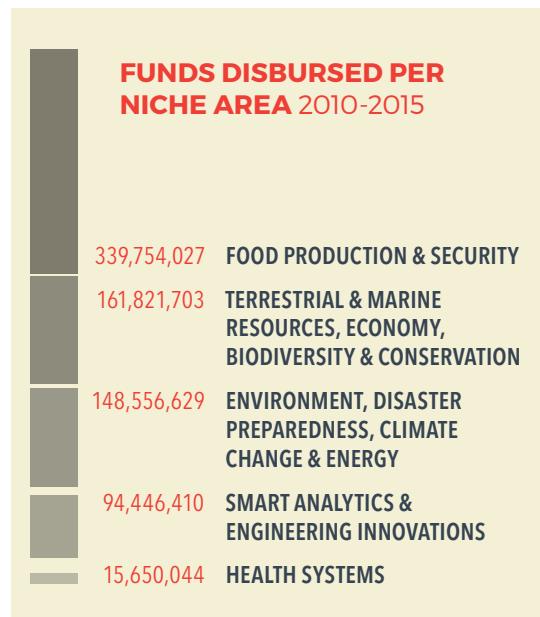
A total of fifty-nine (59) HEIs were granted Autonomous status. Meanwhile, sixteen (16) HEIs were granted Deregulated status.

Special privileges, benefits, responsibilities and conditions are granted to these types of institutions such as exemption from the issuance of Special Order for their graduates, exemption from regular monitoring and evaluation of CHED, priority in the grant of subsidies/financial incentives or assistance, authority to grant an honorary degree to deserving individuals, and authority to prescribe curricular programs to achieve global competence, among others.

Benefits of Autonomous and Deregulated Institutions

The autonomous and deregulated status, referred to as vertical typology, is an award that the Commission first granted in 2001. The long-term goal of the Commission is to have a critical mass of autonomous and deregulated HEIs in the Philippines that have established quality assurance systems and are capable of self-regulation. To achieve this, the following privileges are further given to autonomous institutions:

1. Determine and prescribe their curricular programs;
2. Offer new courses/programs without securing permit/authority from CHED, subject to some well-delineated guidelines;
3. Offer extension classes;
4. Establish linkages with recognized foreign HEIs;
5. May be granted authority by CHED to offer programs via alternative mode such as distance education, ETEEAP or transnational education; and
6. Increase tuition and other fees without securing permit from CHED.



DEVELOPED NICHE AREAS

CHED identified niche areas and directed research and development and extension funds into these priority areas: a) Food Production and Security, b) Environment, Disaster Risk Reduction and Response, Climate Change and Energy, c) Marine Resources/Systems: Economy, Biodiversity and Conservation, d) Smart Analytics and Engineering Innovations, and e) Health Systems.

Together with the Department of Science and Technology (DOST), it has advanced these as priority areas for research collaboration at the 2015 APEC meetings. CHED co-hosted with the DOST the 1st APEC High-Level Policy Dialogue on Science and Technology in Higher Education. It has led to the discussion of proposals that could further enhance the role of HEIs as drivers of technological advancements, innovation, and economic growth.

More specifically, the dialogue among the APEC economies centered on the following priorities, namely: a) Cross-Border Education, b) Inter-university collaboration on science and technology, and c) International mobility of academics, researchers, and students. These priorities were mainly driven by the imperative to direct HEIs towards developing human capital in science and technology that can help address pressing socio-economic development issues/problems that affect majority of the region's population.

The 2016 APEC Host-Economy, Peru, will pursue these priorities at the 3rd Senior Officials Meeting in Lima, Peru in August 2016 as part of the agenda as well as at the 6th APEC Education Ministers Meeting in October 2016.

ETHICAL & INNOVATIVE GOVERNANCE



(Left) AJA Registrars, Inc. presents to CHED Officials the ISO 9001:2008 Certification awarded to CHED's Maritime Education Unit's Quality Standards System, (Right) CHED Chairperson Patricia B. Licuanan accepts the 2014 Anti-Red Tape Act (ARTA) Breakthrough Agency Award conferred by the Civil Service Commission

OBTAINED GOOD GOVERNANCE CERTIFICATION

In 2014, CHED received the Anti-Red Tape Act (ARTA) Breakthrough Agency Award from the Civil Service Commission (CSC) - an award conferred to government agencies that scored "Excellent" on a Report Card Survey conducted by the CSC, where clients rate government agencies' frontline services.

The indicators used are divided into two areas: 1) compliance with the ARTA provisions and 2) Overall Client Satisfaction. Based on this criteria, CHED was chosen as one of the top five (5) performing agencies along with the Public Attorney's Office, Department of Trade and Industry, Land Bank of the Philippines, and Philippine Health Insurance Commission.

CHED ranked as one of the highest from among thirty seven (37) agencies screened by the CSC and covered in the Report Card Survey from 2011 to 2013.

In addition, CSC also featured the CHED Central Office and CHED Region III in "Breakthrough:

Game-Changers in Public Frontline Service Delivery" as two of the recipients of the Citizen's Satisfaction Center Seal of Excellence Award and ARTA Breakthrough Agency Award.

In December 2015, CHED's Maritime Education Unit's Quality Standards System (QSS) was awarded with an ISO 9001:2008 Certification by AJA Registrars, Inc., a certification valid for the next three years. This certification enables the unit to establish the controls needed to monitor and ensure quality in all of its processes covering the BS MT and BS ME programs.

The QSS is a mandatory requirement under Regulation I/8 of the 1978 International Convention on STCW for member-states or Parties to the IMO. The nearest international model to the STCW's QSS is the ISO 9001 series, specifically ISO 9001:2008, an international standard developed by the International Organization for Standardization (ISO) for Quality Management Systems (QMS).



STRENGTHENED REFORMS IN CHED

The CHED Rationalization Plan was approved and implemented to improve the bureaucratic machinery and ensure effectiveness and efficiency of governance and policy-making, resource allocation and quality assurance systems for higher education. Efforts to professionalize the agency included the restructuring and the operationalization of a newly-developed CHED Strategic Performance Management System that will strengthen and capacitate the agency to effectively steer the higher education system and maximize its contributions to human capital development, poverty reduction and technology-driven economic development.

The CHED Strategic Performance Management System introduced reforms in the human resource management practices of the agency, including a competency-based recruitment and selection process that enabled CHED to hire highly qualified persons to join its workforce for a better mix of old and new personnel.

In compliance with Executive Order No. 2 series of 2010, mandating the professionalization of the bureaucracy, the twenty-five (25)-member CHED directorate is now composed of

seventeen (17) Career Executive Service Officers (CESOs), four (4) Career Executive Service Eligibles (CESEs), and four (4) who are in the various stages of the process of obtaining CES eligibility/rank.

Efforts at enhanced efficiency include review of systems, expansion of the management information system, improvement of front line services, and the simple inculcation of the sense of importance and urgency in the work of the Commission.

Institutional reforms toward achieving ethical and innovative governance have been strengthened and determinedly pursued in CHED. The Commission adopted and has been implementing the CHED Code of Conduct, its Special Order on Conflict of Interest, and its policy on Gifts and Gratuities, in collaboration with the HEIs.

Approved in May 2013, the CHED Code of Conduct (CHED Order No. 01, series of 2014) governs all CHED officials and employees including contractual staff and consultants. Reaffirming the norms that underlie public service, the Code specifies the duties and responsibilities of CHED officials and employees as well as the rules that govern conflict



of interest; the solicitation or acceptance of gifts, benefits and/or donations; the judicious use of CHED resources; and the systems of rewards and incentives.

To further address the potential vulnerability of CHED officials and employees—including members of Technical Committees, Technical Panels, Technical Working Groups and Task Forces—to conflicts of interest, CHED approved in September 2013 its Conflict of Interest Policy (CHED Order No. 02, series 2014) to complement the Code of Conduct. The Order defines the scope and procedures for managing conflict of interest situations to protect and safeguard the integrity of CHED's policy-making and operational functions.

CHED, like other government agencies in the Philippines, is not immune to allegations of corruption. Over the last four years, timely reminders have been issued to the CHED community to highlight the value of honesty and integrity in the public service. These reminders

underscore the need for CHED to abide by the "Caesar's wife principle" i.e., that there should be no corruption in CHED even at the level of perception, perceptions being real in their consequences. Within CHED, efforts to plug potential and actual sources of rent-seeking have been expended. Beyond CHED, higher education stakeholders have been asked informally in public forums to assist in CHED's efforts to prevent regulatory capture and rent-seeking.

In line with CHED's fight against corruption, it recently won in the Supreme Court a corruption case which it filed against an employee. Preliminary investigations have been conducted against certain CHED staff that will proceed to formal investigation. Fact-finding investigations are also currently being conducted on others against whom CHED stakeholders have filed sworn complaints. Moreover, persons at CHED rumored to be involved in questionable practices are being monitored pending findings to warrant formal complaints.



On May 17, 2012, President Benigno S. Aquino III witnessed the ceremonial signing of a Covenant by presidents of all SUCs signifying their commitment to the Roadmap of Public Higher Education Reform.

INSTITUTED REFORMS IN SUCs

CHED's reform initiatives in SUCs are among the most substantial achievements of the Commission in the Aquino administration. Over the last six years, CHED, in collaboration with the PASUC, has successfully pushed for the adoption of the Roadmap for Public Higher Education Reform and the signing of a Covenant by all SUC presidents in the presence of President Benigno S. Aquino III in May 2012.

The Roadmap identified the reforms and strategic initiatives, performance measures and milestones for SUCs that include the following:

Amalgamation/complementation of SUCs.

CHED sustained its initiatives for rationalizing SUCs through regional amalgamation. The SUC acceptance and more serious implementation of amalgamation gained momentum with the dissemination of the White Paper which shifted the focus away from the governance structure of the regional university system, specifically the establishment of a unified board, to progressive levels of quality assured program and institutional complementation with a wider range of governance structures that can develop iteratively with the complementation efforts.

Rationalization of Program Offerings.

The rationalization of program offerings is an expected outcome of the ongoing complementation among regional SUCs. Apart

from this amalgamation strategy, CHED, through the Governing Boards it chairs, has urged loyalty to mandate among SUCs and, if mandates are broad, a decision on the priority programs that the SUCs will focus on. Over the last four years, there have been SUCs that pared down their programs to a focal few. One such example is the Misamis Oriental State College of Agriculture and Technology (MOSCAT) which reduced its programs from eighteen (18) to six (6) without a decline in enrollment and with subsequent expressions of support from various agencies like the New Zealand government, which committed to help MOSCAT develop its dairy science. The SUCs program rationalization initiatives have resulted in the closure/phase-out of and/or issuance of closure/phase out orders for 390 inefficient and substandard SUC programs as of May 2014.

Upgrading Quality. Through its chairmanship of SUC Governing Boards, CHED has succeeded in ensuring that all academic programs proposed to the Governing Board are compliant with CHED Policies, Standards and Guidelines before they are approved. This is a major feat considering that prior to this administration, SUC governing boards approved academic programs without going through the usual CHED process of program compliance on the basis of the stated powers of the SUC boards in their Charters. In addition, CHED has also supported program and institutional accreditation of SUCs whose demand for accreditation has increased significantly.

Governance Reforms.

Beyond academic programs, CHED has also focused much attention in the last six years to raising the quality of: 1) SUC management, 2) the selection processes for leaders, and 3) decision-making in Board meetings.

In collaboration with the Development Academy of the Philippines, CHED conducted training workshops on strategic planning for the top administrators and middle managers of the SUCs who produced seventeen (17) Regional Higher Education Strategic Plans that reflected and translated the Reform Roadmap into implementable actions at the regional level.

CHED has been particularly zealous in amending Republic Act (RA) No. 8292 entitled: An act providing for the uniform composition and powers of the governing boards, the manner of appointment and term of office of the president of chartered state universities and colleges, and for other purposes. The proposed draft of the amendments to the existing CMO No. 03, s. 2001 known as the Revised Implementing Rules and Regulations of RA 8292 was recently approved by the Commission en Banc and will be endorsed to the PASUC for comments before it undergoes the required public consultation process. More than fifteen (15) years have passed since the enactment of the RA 8292, and with all the developments in the public higher education sector, CHED believes that this amendatory CMO is required to de-politicize and make efficient the operational procedures of Governing Boards of SUCs.

This draft incorporates the new guidelines on the search and selection process for SUC presidents, the search and selection of private sector representatives in SUCs, the search committee reports on searches undertaken to select SUC presidents, the evaluation of presidents seeking a second term, the guidelines on OIC/Interim presidents, and the guidelines on new SUC presidents in newly converted SUCs. The other provisions of CMO No. 03, s. 2001 that remain relevant and valid to date have been retained in the draft.

With regard to raising the quality of decision making in governing board meetings while ensuring transparency and accountability, CHED did not only establish a standing Finance Committee chaired by the NEDA Regional Director—that pores through the financial and procurement prior to the Board meetings—but has also commissioned the NEDA regional directors and a DBM Director sitting on the SUC Boards to draft financial and procurement templates submitted to the Board that will enable its members to see quarterly income and expenditure trends, among others, at a glance. The template has been pilot tested in Region 6 and is being finalized for general dissemination.

Expanding access to public higher education especially among the poor and disadvantaged. As public institutions, SUCs are mandated to expand the access of the poor and disadvantaged to its education services. In addition to the scholarships they have provided, SUCs have learned within a very short time to manage the Tulong Dunong scholarships and the SGP-PA, which dramatically expanded their reach.

Levelling the playing field.

Indeed, CHED has succeeded in establishing its regulatory and developmental function vis-à-vis SUCs. Prior to this period, most SUCs operated as independent republics relying solely on their governing boards for all decisions on academic, financial and administrative matters, unmindful of CHED's thrusts, policies and standards. This reality has been the basis of the usual complaint of private HEIs that the playing field is not level and is stacked against them since they are strictly regulated while the SUCs are free to create their own programs. With SUCs obtaining certificates of program compliance for purposes of inclusion in the list of CHED recognized programs, CHED has significantly leveled the playing field.

While the charters of SUCs put the onus of decision-making for all matters affecting SUCs on their Governing Boards, CHED in the last few years has been able to not only assert its regulatory mandate over SUCs, but also to expand its developmental function—i.e., lobbying vigorously for their upgrading and development through higher budgets for capital outlay, personnel services and operations, providing funding support for SUC research, extension and reform-related activities, and mediating between SUCs and government agencies such as the CSC on hiring policies, among others.

ENCOURAGED LOCAL UNIVERSITIES AND COLLEGES TO OBTAIN CHED RECOGNITION



Like SUCs, local universities and colleges (LUCs) have viewed themselves outside of CHED's jurisdiction—given the provenance of their charters in local government units (LGUs) and their unique orientation to directly serve their communities. This view has been reinforced by the fact that unlike SUCs, whose governing boards are chaired by the CHED Chairperson or a Chair designated Commissioner, CHED does not figure at all in the organizational structure of LUCs. Thus, the creation of academic programs in these institutions has not required CHED clearance or approval. Neither have LUCs been subjected administratively to a codified search process for the selection of presidents who, unlike SUC presidents with fixed terms, serve at the pleasure of the LGU chief executive.

While the paths of CHED and LUCs hardly met in 2010, they have begun to converge since then. For one, there has been greater openness among LUCs and their principals to seek CHED recognition for their college or university. Currently, applications for recognition of 40 LUCs (out of 95 LUCs) are being processed. Equally significant are the applications of LUCs including big local universities such as the University of Makati and the Pamantasan ng Lungsod ng Maynila for certificates of program compliance.



MANAGED GOVERNMENT FUNDS FOR HIGHER EDUCATION

Government funding for higher education is allocated through two major mechanisms: 1) direct support to state universities and colleges, the allocation of which is recommended by CHED and provided in the General Appropriations Act; and 2) indirect support to both public and private higher education institutions, which is allocated and disbursed by CHED out of its regular budget and a special fund called Higher Education Development Fund (HEDF).

The HEDF was created in 1994, along with CHED, through Republic Act 7722, exclusively for the strengthening of higher education in the country. The HEDF has thus served as a major source of funding for initiatives towards achieving the goals of the higher education sector, i.e., to broaden access to higher education, especially among the poor and disadvantaged, to ensure quality and relevance of higher education programs and upgrade the competencies of graduates and faculty, to promote excellence among the country's HEIs, and to improve system efficiency and effectiveness.

During the period 2010-2016, the HEDF financed about PhP 8.75 Billion worth of projects and projects: PhP3.13B or 35.8% in pursuit of the Access goal, PhP4.37B or 50% for Capacity or Competency upgrading, PhP682 Million (7.8%) in support of initiatives to achieve Excellence, and PhP563 Million (6.4%) for ensuring Ethical and Innovative Governance.

The biggest projects/programs that have been funded out of the HEDF are the following:

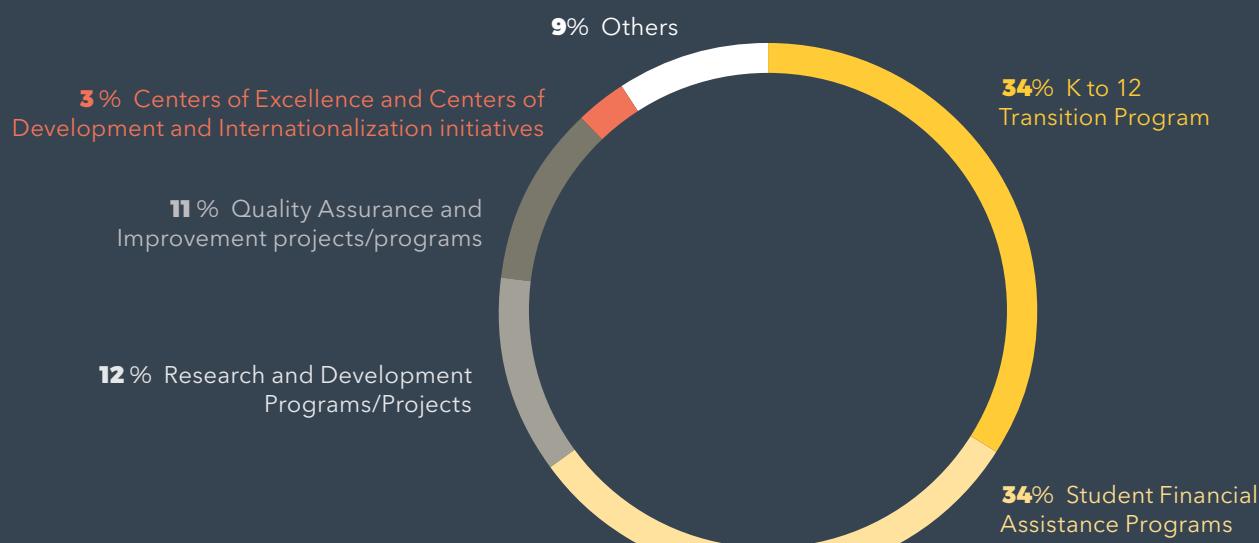
K to 12 Transition Program, for which more than PhP3 billion was sourced from the HEDF, accounting for 34% of total HEDF funding;

Student Financial Assistance Programs (StuFAPs), which accounted for PhP2.7B or 31% of total HEDF disbursements during the period;

Quality Assurance and Improvement projects/programs, including curricular reengineering, development/ operationalization of the PQF and alignment with international standards, monitoring and evaluation of HEI programs and institutions, harmonization of accreditation standards, support for Accreditation of HEI programs, Faculty Development Program, and related initiatives, which accounted for PhP1.05B or 12% of the total; and

Research and Development Programs/Projects, e.g., establishment and operationalization of research centers in HEIs, Grants in Aid for Research and Development activities, Research and Extension Promotion and Awards, Journal Accreditation, Research Expertise Building, Support for Paper Presentations in International Conferences, and others, which used up about PhP992 Million, or 11% of the total.

Centers of Excellence and Centers of Development and Internationalization initiatives received only about 3% of the funds during the last six years, but these are now being considered as important thrusts for HEDF funding in the near future.



PROFESSIONALIZED SUCs MANAGEMENT

The Philippine Higher Education Career System (Phil-HECS) is a two-fold institutional program encompassing a training system that imparts and hones capacities and capabilities of higher education executives, and a career promotion subsystem that is coherent and merit-based and promotes and facilitates the recruitment, selection, professional advancement, and career management of a Roster of Eligible Executives for deployment in 112 SUCs. Phil-HECS consists of guidelines, standards, and capability development components which address the needs of and issues faced by SUC leaders, improving their ability to guide their institutions towards providing quality instruction, producing relevant research, and administering fruitful extension programs.

As a career system, CHED conceptualized and is now transitioning to the full establishment of Phil-HECS in response to the urgent need for quality leadership in forging institutional change through an efficacious SUC management. It seeks to enhance the competencies of HE executives, sharpening their capacity to support and implement the Philippine Higher Education Reform on the ground and assist in the drive to alleviate poverty, acceleration, innovation, creation of new knowledge and functional skills, improve workplace productivity, and dynamism in communities within a sustainable society.

PHILIPPINE HIGHER EDUCATION CAREER SYSTEM FRAMEWORK

IMPROVED QUALITY OF GOVERNANCE IN PHILIPPINE HIGHER EDUCATION



COMPETENCIES OF PHILIPPINE HIGHER EDUCATION EXECUTIVES (HEEs)





MAINSTREAMED GENDER AND DEVELOPMENT IN HEIs

In compliance with the Magna Carta of Women Act of 2009, the CHED Gender and Development (GAD) focal committee and secretariat was duly constituted on July 4, 2010. CHED collaborated with the Philippine Commission on Women (PCW), the Civil Service Commission (CSC), the U.P. Center for Women's Studies (UPCSW), the Miriam College Women and Gender Institute (WAGI) and the St. Scholastica's Institute of Women Studies (IWS) to establish the framework for the CHED Gender and Development program in higher education.

In the area of policy, CHED has issued Special Orders and Memoranda to all CHED offices, state and local universities and colleges and private higher education institutions on the following:

- Republic Act No. 9710, the Magna Carta of Women and its Implementing Rules and Regulations (IRR), prescribing Guidelines and Procedures for implementation; reviewing GAD plans to ensure compliance; and spearheading an Information and Education Campaign;
- Creating and/or strengthening the GAD Focal Points in CHED Central Office and Regional Offices;
- CHED Memorandum Order No. 1, series of 2015 "Establishing the policies and guidelines on gender and development in the commission on higher education and higher education institutions", which seeks to promote gender-sensitive/responsive and rights-based policies, curricula, instructional materials, as well as research and extension services in all higher education institutions; and
- Institutionalizing in the CHED system of a Technical Panel on GAD.



CHED has also initiated the following programs:

- Programs to increase and maintain the enrolment of females in traditionally male-dominated courses and, conversely, males in traditionally female-dominated course offerings through the grant of scholarships;
- Programs to assist female students with extreme personal circumstances that hamper their completing courses until graduation;
- PAMANA (Payapa at Masaganang Pamayanan), a program available to refugees in "isolated, hard-to-reach and conflict-affected communities" such as those in Mindanao, as well as the Sajahatra Bangsamoro Study Grant Program, which grants tuition assistance to high school graduates nominated by the Moro Islamic Liberation Front (MILF) (For AY 2015-2016, women scholars received 65% in these two programs.);
- Faculty Development programs to enhance professional skills of teachers including those specializing in gender-related courses;
- Institutionalization of the Committee on Decorum and Investigation (CODI) to eliminate all forms of gender-based sexual harassment in the educational workplace or training areas;
- Review by state universities and colleges of their operational policies as well as research and extension programs making these more gender-responsive;
- Publication of the Higher Education Gender Handbook (This handbook serves as a compendium of data and information on GAD-related concerns in CHED and higher education institutions, to ensure that the Commission and HEIs under its jurisdiction are guided accordingly in fast tracking gender mainstreaming, institutionalizing GAD-related policies, and implementing related programs and projects in higher education. The handbook serves as the GAD 101 resource for HEIs.); and
- The Higher Education Summits on Gender Issues. This has become a major CHED program. CHED has convened four Higher Education Summits on Gender Issues enabling the Commission to keep track of progress of HEIs in GAD and to popularize and build commitment to gender equality and empowerment of women.

In order to develop people and the necessary GAD human resource, capacity building in Gender Consciousness and GAD skills were conducted nationwide for GAD focal persons of CHED central and regional offices and state colleges and universities.

Sustaining adv

MOVING FORWARD

The Commission on Higher Education is committed to ensuring that higher education programs and institutions are platforms of the highest caliber that can prepare millions of Filipinos for service to their communities and the nation, for the world of work, as well as for engagements in entrepreneurship, research and innovation, intellectual and creative works, lifelong learning, and other life choices.

As one of the agencies pivotal to the optimal development of the country's abundant human resources, CHED shall strongly advocate for directing government investments toward expanding access to college and university education to millions of underprivileged Filipinos, facilitating entry of non-college degree holders but experienced workers and professionals into higher education institutions, reinforcing academe-industry collaborations, fostering local and regional niches of knowledge production and innovation for the development of our people, and leading higher education excellence for global competitiveness and recognition.

These investments in higher education cast a wide, inclusive, respectable, and seamless space for all Filipinos as individuals, as groups or as communities. They engender personal and professional fulfillment, spark creativity, independence, and critical thinking, and spur economic productivity. CHED believes that these forward initiatives are in consonance with the country's higher goals of local, regional and national development, and earn for her, in the process, an honorable place in the community of nations.

Expand Access to Quality Higher Education Among the Poor and Disadvantaged

CHED shall continue to advocate for additional funds for UniFAST as the primary vehicle for equitable and honorable access to college or university education among poor and disadvantaged young Filipinos. For millions of poor, young Filipinos, having a college or university education is often the ticket out of poverty and an opportunity to create a future for themselves and their families. UniFAST opens the doors of opportunity to millions. With this end goal in mind, CHED shall set up the mechanisms necessary for its efficient implementation in order to ensure that the target student beneficiaries have the information on what UniFAST is about, and when, where, and how they can avail of the grants and scholarships.

ng and vancing the gains

Create Equivalent and Ladderized Pathways to Higher Education

CHED shall reinforce the program to recognize, accredit and give equivalencies to knowledge, skills, attitudes and values gained by individuals from relevant work as well as non-formal and informal educational experiences. Through the ETEEAP, individuals who may not have had the opportunity to go through the normative college or university program but have the equivalent work or training experiences can obtain a college/university degree in order to enjoy the privileges or benefits that go with having such a degree. For many Filipinos whose engagement in college or university may have been interrupted, deterred or curtailed by poverty or unforeseen circumstances, ETEEAP opens doors and a way forward to professional and personal advancement.

Similarly, in the spirit of opening up the portals of higher education for anyone at any point, CHED shall continue to encourage Filipinos to avail of the ladderized programs being offered in HEIs. Ladderized programs serve as a seamless interface between technical-vocational education and training (TVET) and higher education or vice-versa. They place control on students or those engaged in work or business to exercise options or to choose when to enter and exit in the educational ladder, and provide platforms for work or entrepreneurship at every exit as well as the opportunity to earn income.

Both the ETEEAP and Ladderized program put power back on the students and parents, and shift the usual mindsets, expectations and socio-cultural images that have long been attached to technical-vocational education and higher education.

Academe-Industry Partnership: Ensure Graduate Relevance and Competence in the World of Work

Education-job mismatches affect the country's productivity, in general, and have specific effects on individual wages and on labor market outcomes. Towards mitigating these negative effects, if not offering outright solutions, CHED shall continue to advocate for the active engagement of industry partners as members of CHED's Technical Committees or Technical Panels in configuring curricula of specific industry-related courses in order to include knowledge, skills, attitudes, and competencies that are relevant to the world of work. CHED shall encourage the inclusion of industry or job immersion in the curricula of industry-related courses. This endeavor hopes to significantly equip graduates with the skills-sets that can lead them towards professionally and economically-rewarding careers.

Strengthening the

MOVING FORWARD

Foster Local and Regional Niches of Knowledge Production, Innovation and Community Engagement

CHED shall establish, develop and support the convergence of SUCs along mutual instructional, research and extension platforms (for example, in environmental and biodiversity management and conservation, food production and security, smart analytics and engineering innovations, and translational health, among others). Through their distinctive platforms, SUCs, working in convergence and in some cases, with private HEIs, will address poverty and local and/or regional needs in line with local and regional development plans as well as demonstrate global excellence in the production of knowledge and generation of innovations in these distinctive niches.

Lead in Higher Education Excellence for Regional and National Development and Global Competitiveness and Recognition

CHED shall continue its reformist agenda, taking a transformational and developmental path that engenders a community of HEIs that distinguish themselves as a) high quality institutions with research and innovation as the prime focus, b) institutions offering professional courses with a focus on producing industry-ready graduates, and c) institutions offering a wide range of courses aimed at providing a well-rounded and holistic education to the majority of HEI students and imparting skills to achieve learner outcomes/competencies that are relevant to local industries, communities as well as individual Filipinos.

It shall provide strategic and differentiated support to enhance quality, relevance, and competitiveness of Philippine higher education institutions through the five-year K to 12 Transition Program, with the aim of upskilling both teaching and non-teaching personnel through scholarships for master's and doctoral degrees, as well as increased opportunities for research, extension, community and industry immersion, alongside institutional grants for schools to develop potential Centers of Development and Centers of Excellence, engage in academe-industry linkages, and linkages with reputable higher education institutions and networks abroad, thereby fully preparing the sector for the entry of a new generation of college students and ushering in a new era in Philippine higher education.

ing and reaffirming e commitment to reform

CHED, through the PHERNet, HERRC, NAFES, COEs, CODs, and PCARI, shall embark on purpose-driven production of knowledge and innovation that is totally in the service of the country's socio-economic development goals while, at the same time, leaving intellectual footprints and thought leadership in the global academic community.

With respect to the role it has played in the development of the PQF and the AQRF, CHED shall scale up its efforts to substantiate the PQF levels associated with higher education at the program level, lay down the quality assurance framework and mechanisms of the PQF and institutionalize its systems of pathways and equivalences in the immediate future. Even as it transitions the AQRF to its implementation as the Chair of the ASEAN Interim Committee for the Philippines, CHED shall also vigorously undertake pre-referencing activities with Thailand's Higher Education Commission in 2017 in preparation for the referencing of the PQF together with that of the National Qualifications Frameworks of Malaysia, Indonesia and Thailand in 2018.

Ensure Innovativeness, Transparency and Accountability in SUCs

CHED shall sustain the momentum of the reforms it has instituted in State Universities and Colleges particularly in the areas of governance—e.g., the selection and executive training of HEI officials through the Philippine Higher Education Career System, financial accountability and adherence to procurement procedures and program compliance with minimum quality standards and, in the case of programs covered by international conventions and accords, international standards. The Commission shall also continue to sustain the significant gains in the compliance of Local Universities and Colleges to institutional requirements and program quality. In so doing, CHED would have fully leveled the playing field between public and private institutions while raising the standards of the former HEIs. In addition, CHED's internal reforms towards greater transparency, accountability, gender sensitiveness, efficiency, regional and national relevance and regulatory capacity to surmount legal challenges posed by higher education agencies that resist reforms shall be implemented immediately and continuously.

It shall also step up its implementation of the amalgamation of State Universities and Colleges through systematically phased program and institutional complementation to enhance their contribution to regional development and the mobility of faculty and students within the regions.

These endeavors in Philippine higher education constitute the country's earnest investments in its people that mine the enormous talents and potentials of millions of Filipinos across socio-economic backgrounds and direct them towards the nation's pursuit of the common good and a better life for the current and future generations.

ACRONYMS

A

ACE	Access, Capacity, Excellence, Ethical and Innovative Governance
AIMS	ASEAN International Mobility for Students
APEC	Asia-Pacific Economic Cooperation
AQRF	ASEAN Qualifications Reference Framework
ARTA	Anti-Red Tape Act
ASEAN	Association of Southeast Asian Nations
AUN	ASEAN University Network
AY	Academic Year

B

BPO	Business Process Outsourcing
BS	Bachelor of Science

C

CCT	Conditional Cash Transfer
CESE	Career Executive Service Eligible
CESO	Career Executive Service Officer
CHED	Commission on Higher Education
CMO	CHED Memorandum Order
COD	Center of Development
CODI	Committee on Decorum and Investigation
COE	Center of Excellence
COMSTE	Commission on Science, Technology and Engineering
COSS	Committee on Safe Seas
CSC	Civil Service Commission

D

DBM	Department of Budget and Management
DepEd	Department of Education
DOLE	Department of Labor and Employment
DOST	Department of Science and Technology
DPWH	Department of Public Works and Highways
DSWD	Department of Social Welfare and Development
DTI	Department of Trade and Industry

E

EDCOM	Congressional Commission on Education
EMSA	European Maritime Safety Agency
ESLP	Enhanced Support Level Program
ETEEAP	Expanded Tertiary Education Equivalency and Accreditation Program

G

GAA	General Appropriations Act
GAD	Gender and Development
GEC	General Education Curriculum

H

HEDF	Higher Education Development Fund
HEI	Higher Education Institution
HERRC	Higher Education Regional Research Centres
HTIM	Health Innovation and Translational Medicine

I

IBPAP	IT and Business Process Association of the Philippines
IGP	Income Generating Project
IID	Information Infrastructure Development
IMO	International Maritime Organization
IRR	Implementing Rules and Regulations
ISO	International Organization for Standardization
IT	Information Technology
IWS	Institute of Women Studies

K

K to 12	Kindergarten to Grade 12
----------------	--------------------------

L

LEP	Laddered Education Program
LGU	Local Government Unit
LUCs	Local Universities and Colleges

M

MARINA	Maritime Industry Authority
MILF	Moro Islamic Liberation Front
MRAs	Mutual Recognition Arrangements

N

NAFES	National Agriculture and Fishery Education System
NCC	National Coordinating Committee
NEDA	National Economic and Development Authority
NFF	Normative Funding Formula
NQF	National Qualifications Frameworks
NUCAFs	National Universities and Colleges of Agriculture and Fisheries
NYC	National Youth Commission

O

OIC	Officer-in-Charge
------------	-------------------

P

PAMANA	Payapa at Masaganang Pamayanan
PASUC	Philippine Association of State Universities and Colleges
PCARI	Philippine-California Advanced Research Institutes
PCW	Philippine Commission on Women
PEMFC	Polymer Electrolyte Membrane Fuel Cells
PHERNet	Philippine Higher Education Research Network
PhilDev S&T	Philippine S&T Development Foundation Manila-Inc.
Phil-HECS	Philippine Higher Education Career System
PIAFs	Provincial Institutes of Agriculture and Fisheries
PIB	Performance-informed Budget
PIDS	Philippine Institute of Development Studies
PQF	Philippine Qualifications Framework
PRC	Professional Regulation Commission
PSGs	Policies, Standards and Guidelines

Q

QMS	Quality Management Systems
QSS	Quality Standards System

R

RD&E	Research and Development, and Extension
-----------------	---

S

SGP-PA	Student Grants-in-Aid Program for Poverty Alleviation
SMP	Service Management Program
SPAMAST	Southern Philippines Agri-Business and Marine Aquatic School of Technology
STCW	Standards for Training, Certification and Watchkeeping for Seafarers
STEAM	Science, Technology, Engineering, Agri-Fisheries and Mathematics
StuFAP	Student Financial Assistance Program
SUCs	State Universities and Colleges

T

TESDA	Technical Education and Skills Development Authority
TRO	Temporary Restraining Order
TVET	Technical-vocational education

U

UC	University of California
UMAP	University Mobility for Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organization
UniFAST	Unified Student Financial Assistance System for Tertiary Education
UPCSW	University of the Philippines Center for Women's Studies
USeP	University of Southeastern Philippines
WAGI	Women and Gender Institute

W

DIRECTORY

CENTRAL OFFICE

Higher Education Development Center Building
Carlos P. Garcia Avenue, Diliman, Quezon City 1101 PHILIPPINES

OFFICE OF THE CHAIRPERSON AND COMMISSIONERS (OCC)

PATRICIA B. LICUANAN, Ph.D.

Chairperson
Tel. 351-74-13/ 441-12-56
Telefax. 441-11-77

DR. MINELLA C. ALARCON

Commissioner
Tel. 441-1172

DR. ALEX B. BRILLANTES, JR.

Commissioner
Telefax. 441-11-68

OFFICE OF THE EXECUTIVE DIRECTOR (OED)

ATTY. JULITO D. VITRIOLO, CESO III

Executive Director IV
Tel. # 355-52-03
Telefax. 441-12-16

DR. RUPERTO S. SANGALANG

Commissioner
Telefax. 441-11-73

DR. MARIA CYNTHIA ROSE B. BAUTISTA

Commissioner
Telefax. 441-11-43

OFFICE OF PLANNING, RESEARCH & KNOWLEDGE MANAGEMENT (OPRKM)

DR. NAPOLEON K. JUANILLO, JR.

Director IV
Telefax. 441-11-69

DR. MARIA TERESITA M. SEMANA, CESO IV

Director III
Tel. 441-11-69

HIGHER EDUCATION DEVELOPMENT FUND STAFF (HEDFS)

LUISA S. VALENCIA, CESO IV

Director-in-Charge
Telefax. # 441-12-35
Tel. 408-72-54

OFFICE OF PROGRAMS AND STANDARDS DEVELOPMENT (OPSD)

DR. AMELIA A. BIGLETE, CESO III

Director IV
Tel. 441-12-28

OFFICE OF INSTITUTIONAL QUALITY ASSURANCE & GOVERNANCE (OIQAG)

ATTY. CARMELITA P. YADAO-SISON, MNSA, Ph.D.

OIC, Office of the Director IV
Tel. 441-1254

ADMINISTRATIVE, FINANCIAL & MANAGEMENT SERVICE (AFMS)

OFFICE OF STUDENT DEVELOPMENT & SERVICES (OSDS)

INTERNATIONAL AFFAIRS STAFF (IAS)

LEGAL & LEGISLATIVE SERVICE (LLS)

LUISA S. VALENCIA, CESO IV

Director IV

Telefax. 441-1170

ENGR. RONALDO A. LIVETA

OIC, Office of the Director IV
Tel. 382 5473

ATTY. LILY FREIDA M. MILLA, CESO IV

Director III
Telefax. 441-07-50

ATTY. CARMELITA P. YADAO-SISON, MNSA, Ph.D.

Director IV
Telefax. 441-1171

DIRECTORY

REGIONAL OFFICE

CHEDRO I	DR. CHERRIE MELANIE A. DIEGO Acting Director IV Government Center, Sevilla, City of San Fernando, La Union Tel. (072)242-02-38	CHEDRO VIII	DR. MAURA CONSOLACION D. CRISTOBAL Acting Director IV cor. Real St. and Calanipawan Rd., Sagkahan, Tacloban City Tel. 0915-776-4154 / 0998-356-4335
CHEDRO II	ENGR. HONORATO R. ALZATE Officer-In-Charge, Office of the Director IV Regional Development Center, Carig,Tuguegarao City, Cagayan Tel. (078) 396-0651	CHEDRO IX	DR. JUANITO R. DEMETRIO Acting Director IV Polytechnic Compound, Baliwasan Chico, Zamboanga City Tel. (062) 991-76-48 Telefax. (062) 991-76-49
CHEDRO III	DR. CARIDAD O. ABUAN, CESO III Director IV Regional Gov't. Center, Maimpis, City of San Fernando, Pampanga Tel. (045) 455-1662	CHEDRO X	DR. ZENAIDA G. GERSANA, CESO III Director IV Tel. (088) 880-8511 Telefax. (088) 856-4380
CHEDRO IV-A	DR. EMMYLOU B. YANGA Director IV 2nd Flr., HEDC Bldg. C.P. Garcia Ave., U.P. Diliman, Quezon City Tel. 332-47-34	CHEDRO XI	DR. RAUL C. ALVAREZ, JR., CESO III Acting Director IV Loyola St., Bo. Obrero, Univ. of Southeastern Phil. Compound, Davao City Telefax. (082) 295-3418 loc. 101
CHEDRO IV-B	DR. VIRGINIA D. AKIATE, CESO III Director IV 2nd Flr., HEDC Bldg. C.P. Garcia Ave., U.P. Diliman, Quezon City Tel. 386-47-81	CHEDRO XII	DR. MAXIMO C. ALJIBE, CESO III Director IV Block 2, Reyes Subdivision, Barangay Morales, Koronadal City Tel. (083) 228-11-27 Telefax. (083) 228-11-30
CHEDRO V	DR. GEORGE M. COLORADO, CESE Acting Director IV CHEDRO Building, EM's Barrio South, Brgy. 2, Legaspi City Tel. (052) 481-50-96 Telefax. (052) 481-50-95	CHEDRO NCR	DR. LEONIDA S. CALAGUI, CESO III Director IV 2nd Flr., HEDC Bldg. C.P. Garcia Ave., U.P. Diliman, Quezon City Tel. 468-02-13
CHEDRO VI	DR. CESAR H. MEDINA Director IV #12 Washington St., Jaro, Iloilo Tel. (033) 508-88-52 Telefax. (033) 320-69-76	CHEDRO CAR	DR. ROMULO H. MALVAR, CESE Officer-In-Charge, Office of the Director IV BSU Compound, La Trinidad, Benguet Tel. (074) 422-24-15 Telefax. (074) 422-24-18
CHEDRO VII	DR. FREDDIE T. BERNAL, CESO III Director IV National Government Center, Sudlon, Lahug, Cebu City Tel. (032) 414-91-94	CHEDRO CARAGA	DR. MARICAR R. CASQUEJO Acting Director IV Caraga State University (CSU) Main Campus, Ampayon, Butuan City Tel. (085) 342-5253 Telefax. (085) 342-7765



ADVANCING A LOCALLY RESPONSIVE AND GLOBALLY COMPETITIVE PHILIPPINE HIGHER EDUCATION SYSTEM

HIGHER EDUCATION ACCOMPLISHMENTS, 2010-2016

Produced by the Commission on Higher Education (CHED)
Republic of the Philippines
Office of the President
June 2016
All Rights Reserved

PRODUCTION TEAM

Overall Coordinator Abigail O. Lesaca

Consultants Dr. Maria Cynthia Rose B. Bautista
Dr. Napoleon K. Juanillo, Jr.
Dr. Jean C. Tayag

Graphic Design Paolo Kurtis N. Tan
Copy-editing Nadine Anne C. Escalona

Information Coordination Dr. Maria Teresita M. Semana
Christine M. Malate
Michelle V. Nabre
Fay Zairene L. Maniaul

For inquiries, request for copies and other information,
comments and suggestions, contact us at **info@ched.gov.ph**



www.facebook.com/PhCHED.gov



www.twitter.com/PhCHED

www.ched.gov.ph







COMMISSION ON HIGHER EDUCATION

Higher Education Development Center Building
Carlos P. Garcia Avenue, Diliman, Quezon City 1101
Philippines